



# HARTWICK COLLEGE

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## Undergraduate College Catalog 2019-2020

Hartwick College  
1 Hartwick Drive  
Oneonta, NY 13820  
888-HARTWICK  
[www.hartwick.edu](http://www.hartwick.edu)

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## **College Diversity Statement**

Hartwick College values pluralism, a state in which diverse groups co-exist and interact without necessarily losing their individual identities. We seek to critically address and reduce all forms of prejudice, including but not limited to race, ethnicity, economic class, sexual orientation, gender, country of origin, learning differences, religious preference, disability and age, and work to foster mutual respect among all people. Our goal is to increase the presence and support for these and other underrepresented groups on campus, and to broaden the understanding, awareness, respect for, appreciation of, and dialogue about different aspects of diversity among all members of the Hartwick community.

The Hartwick College community is dedicated to discovering and overcoming the conditions that undermine an inclusive and pluralistic society. We strive to foster inclusive values and responsible local, national, and global citizenship. Through valuing our own diversity and the diversity of others, we strive to create a climate that maximizes each individual's capacity to learn and, in turn, creates an institution in which diversity is embraced, valued, celebrated, and welcomed.

The Hartwick College community recognizes that diversity is not an end result, but a means of achieving a set of evolving objectives. Accordingly, the College shall periodically review its diversity-related policies, practices, and programs to determine their achievements, and to adjust them as necessary to further these objectives.

## **Notice of Nondiscrimination**

Hartwick College is committed to providing a working and learning environment free of all forms of harassment, and prohibits discrimination on the basis of race, sex, color, national or ethnic origin, religion, age, marital status, disability, military service, sexual orientation, gender identity or gender expression.

Gender discrimination and sexual harassment are prohibited based on Federal Law Title VI of the Civil Rights Act of 1964 as amended and Title IX of the Education Amendments of 1972. Hartwick College prohibits sexual harassment or discrimination, in any form, in all educational programs, activities, services and employment practices. All students, faculty, staff and visitors to the College are expected to comply with Hartwick College policy and adhere to a standard of conduct that is respectful of the rights of all individuals.

Any student, faculty, staff or visitor who has been a victim of or a witness to and/or personally offended by discriminatory practices or behavior(s) may discuss their concern and/or file an informal or formal complaint with the Title IX Coordinator.

## **About Hartwick**

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### **Our Mission**

Hartwick College, an engaged community, integrates a liberal arts education with experiential learning to inspire curiosity, critical thinking, creativity, personal courage and an enduring passion for learning.

### **Our Purpose**

Our purpose as a college of the liberal arts and sciences is to educate people who will thrive in and contribute to the world of the future; people who are prepared to meet the personal, intellectual, and social challenges of a rapidly changing interdependent world.

Hartwick graduates will be noted as being able to thrive in a world of global interdependence in which people of the broadest range of national, ethnic, social, and personal backgrounds will interact personal and technologically.

To thrive in this context will require that Hartwick students learn to: understand the world from a variety of perspectives; work constructively with people from a variety of backgrounds and life experiences; be avid learners and critical thinkers; communicate effectively and have well-developed personal presence; be purposeful in their actions and value-based in their decisions; and know how to use information technology resources as a routine tool to enhance effectiveness.

### **Our Values**

We are:

- A college of the liberal arts and sciences, focusing on the development of the disciplines of thinking, communicating, and values-based judgment;
- A relationship college, focusing on the development of a 24 hour per day, seven days per week, residential educational experience characterized by personal responsibility and collaborative relationships among faculty, students, and staff; and
- A future-directed college, focusing on educating people in ways that will make them effective and contributing citizens to the world of their future

### **Our Character**

By being intentional in fulfilling our values—taking those actions that help us better be what we believe we should be—we are a college of both quality and distinctiveness. We are a future-directed community of learners where students, faculty, and staff are mutually engaged in intellectual, social, and personal learning inside and outside of the classroom. Our curricular and co-curricular educational experience emphasizes shared and interdependent learning; a balance of challenge and support; a caring commitment to the individual; intellectual, social, and individual rigor; the development of personal responsibility; and approaches that link theory and practice, what we term “The Liberal Arts in Practice.”

## **Accreditation and Affiliations**

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Hartwick is an independent college operating under a charter granted by the Regents of the University of the State of New York. Control of the College is vested in its Board of Trustees, and its academic programs are registered with the

New York State Department of Education  
Office of Higher Education  
Room 979  
Education Building Annex  
Albany, NY 12230  
(518)-474-5851

Hartwick College is accredited by:

Middle States Commission on Higher Education  
3624 Market Street  
Philadelphia, PA 19104  
(267)-284-5000

The degree programs in art and art history are accredited by the National Association of Schools of Art and Design. The Bachelor of Science degree program in chemistry is approved by the American Chemical Society. The degree programs in music and music education are accredited by the National Association of Schools of Music and the music department has an active chapter of Pi Kappa Lambda, a national music honor society.

The baccalaureate program in nursing at Hartwick is accredited by the

Commission on Collegiate Nursing Education  
One Dupont Circle NW  
Suite 530  
Washington, DC 20036  
(202)-887-6791

Hartwick is an institutional member of the Association of American Colleges and Universities, the American Council on Education, the Association of Colleges and Universities of the State of New York, the Commission on Independent Colleges and Universities, the College Entrance Examination Board, the Council for Advancement and Support of Education, the American Association of Colleges of Nursing and Commission on Collegiate Nursing Education, the American Chemical Society, the American Association of University Women, the Independent College Fund of New York, the National Association of Independent Colleges and Universities, the Council on International Educational Exchange, and the Higher Education Data Sharing Consortium, EduCAUSE.

## **Admission**

Hartwick seeks to admit those students who have demonstrated promise and, through past achievements, their desire to develop intellectually and personally. A prospective student's curriculum and academic performance in high school are primary criteria in the selection process.

The distribution of recommended high school courses for applicants includes:

- Four years of English
- Three years of Foreign Language
- Three years of Mathematics
- Three years of Science
- Three years of History/Social Studies

### **GPA Information**

Hartwick College bases admissions decisions on a multiple of factors including academic grade point average (GPA), academic level being studied (AP, honors, college preparatory, etc.), extracurricular participation, personal motivation and leadership. In general, terms the College seeks students who have a minimum GPA of a B average though gives consideration based on individual circumstances and situations. Because of the holistic approach to admissions decisions, a campus visit and interview are highly encouraged.

### **The SAT I/ACT Option**

SAT I and ACT scores are optional for admission to Hartwick. If you choose to submit those scores, we will consider them when reviewing your application. Please note that first year nursing applicants must submit their SAT or ACT scores to be considered for the Nursing Program.

Grades, strength of curriculum, and rank in class have always been the most important elements of our admission criteria. By making the SAT or ACT optional, Hartwick highlights your coursework and your academic achievement. Also, the admissions process and the educational experience at Hartwick have always been highly personal. Making SATs optional is one way of letting you know that.

### **Home-schooled Students**

In addition to meeting all stated applications requirements, home-schooled students must submit the following:

- Transcripts that are accompanied by course descriptions and/or syllabi
- At least one recommendation from an outside instructor or employer
- SAT I or ACT test (students are strongly recommended to take at least three SAT II subject tests)
  - Submit SAT scores to Hartwick using institution code: 2288
  - Submit ACT scores to Hartwick using institution code: 2756

### **Early Decision**

Applicants who have carefully considered their educational expectations for college and have decided that Hartwick College is their first choice may choose to apply under the Early Decision plan. Early Decision applicants are expected to enroll within two weeks of receiving their acceptance to the college. A candidate should complete and submit the Early Decision form, which is part of the application. The Early Decision deadline is November 1.

### **Regular Decision**

Hartwick College offers rolling admissions for regular decision and applicants will be notified of their admissions decision within two weeks of file completion. Students will be contacted if any parts of the application or supporting documents are missing.

### **First Year Applicant Procedure**

- Complete either the [Hartwick Application](#) or the [Common Application](#).
- Submit your high school transcript
- Personal Essay (strongly recommended but, not required)
- Recommendation letters (strongly recommended but, not required)
- SAT/ACT scores are OPTIONAL, *except for nursing applicants*
  - Submit SAT scores to Hartwick using institution code: 2288
  - Submit ACT scores to Hartwick using institution code: 2756

Hartwick subscribes to the Candidate's Common Reply Date and students accepted under Regular Decision are required to notify the College of their decision to attend by submitting an enrollment deposit fee, postmarked on or before May 1st.

Accepted candidates who matriculate must have their high school send the official end of year transcript indicating graduation date and final grades received. If the end of year credentials are not commensurate with those on which the original decision was based, the College reserves the right to review the original decision.

Although most first year students apply for entrance in the Fall Term, new students may apply for Spring Term. Application deadline is January 1st.

### **Deferred Enrollment**

For the admitted students who wish to defer enrollment for up to one year, a request should be sent to the Director of Admissions for deferred enrollment stating the reason(s) for the request. The enrollment deposit is required to grant deferral.

### **Music and Art Majors**

Hartwick College offers fine academic programs in music and art, as well as a range of extracurricular activities in both fields, and a lively array of cultural events and organizations (including our own museum — with a gallery that shows student art!).

In addition to our regular admission criteria, students planning to major in music are required to have an audition, and students wishing to major in art should submit a portfolio of slides or original work.

[Find out more about music auditions.](#)

[Find out more about art portfolios.](#)

### International Student Application Procedure

- Students who are citizens of countries other than the United States are encouraged to apply for admission. International students should apply following the same application procedure for U.S. students. International students should be prepared to submit objective test scores to indicate their level of English proficiency. Complete either the [Hartwick Application](#) or the [Common Application](#)
- Original certificates or certified copies of academic records from your secondary school and any colleges or universities you attend. It is strongly recommended that you have your high school transcript evaluated by [World Education Services](#) (WES) or certified in English.
- Affidavit of Financial Support (i.e., bank statement, proof of sponsorship and/or overall financial affordability)
- Personal Essay (strongly recommended but, not required)
- Recommendation letters (strongly recommended but, not required)
- Official test scores (SAT or ACT exam scores if English is your first language, TOEFL or IELTS if English is not your first language)
  - **Submit SAT scores to Hartwick using institution code: 2288**
  - **Submit ACT scores to Hartwick using institution code: 2756**

### Minimum Test Scores

IELTS	5.5
TOEFL (internet-based)	80
TOEFL (paper-based)	550
SAT (critical reading)	420
ACT Composite	21

### Transfer Student Application Procedure

Hartwick College welcomes qualified students who have attended other undergraduate institutions. A cumulative grade point average of at least 2.0 on a scale of 4.0 is required to be considered. Transfer students may apply for admission to the Fall or Spring terms. Transfer credit from accredited colleges usually is given for courses similar to those offered at Hartwick College, completed with a grade of C or higher. A transfer student is required to attend Hartwick College for at least two academic years and to earn 45 credit hours to be eligible for a degree from Hartwick. Credit hours may be earned on a part-time or full-time basis.

Hartwick College generally will honor the associate of arts or associate of science degree from accredited colleges by offering the equivalent of two years of credit. Associate degree candidates who are admitted must meet the Hartwick College graduation requirements; this may take longer than two years in some cases.

Hartwick has articulation and transfer agreements with several two-year colleges. Please contact the Office of Admissions for a complete listing.

Students who wish to transfer to Hartwick are requested to follow these steps:

1. Obtain application forms and instructions from the Office of Admissions, Hartwick College, Oneonta, NY 13820. All correspondence relative to admission should be sent to this office.
2. Have official transcripts of credits earned at all previous colleges sent to the Office of Admissions.
3. An official high school transcript must be sent. Holders of a high school equivalency diploma (GED) must submit a copy of their test scores. SAT or ACT scores are optional.
4. Obtain a dean/academic advisor evaluation form indicating the student is in good academic and social standing and entitled to return to that institution.
5. Have a recommendation sent from a professor with whom the applicant has taken a college level course. Applicants who have not been enrolled at a college for three or more years may submit a personal/employer reference.

Unless there are unusual circumstances, prospective transfer students who have at any time been denied admission to Hartwick will be eligible for consideration provided they have studied for one academic year at another institution.

Hartwick adheres to a policy of rolling admission for transfer candidates. Deadlines for completed applications are as follows:

- Summer Accelerated Nursing Program—April 1
- Fall Term—August 1
- Spring Term—January 2

In all cases, decisions will not be made until the application is complete.

### Nursing Partnership Program Application Procedure

1. Obtain application forms and instructions from the Office of Admissions, Hartwick
2. College, Oneonta, NY 13820.
3. Have official transcripts from each educational institution previously attended sent to the Office of Admissions. An official high school transcript also is required.
4. Have a reference sent from an instructor from the last professional program attended or supervisor (head nurse, supervisor or director) from a place of employment.
5. Submit a reference from a colleague.

6. Submit a photocopy of your current New York RN License or verification of application.
7. Deadline for RN Mobility applications: Fall Term- August 1; Spring Term-January 2

**Visiting Students Application Procedure**

For more information on this process, please review this section under Academic Record Policy.

**Non-Degree Seeking, Part Time Students Application Procedure**

For more information on this process, please review this section under Academic Record Policy

**Readmission of Former Students Application Procedure**

For more information on this process, please review this section under Academic Record Policy.

## Student Finances

### Financial Aid and Affordability

Financial assistance at Hartwick College is of two types: aid based on financial need and aid based on other criteria, such as academic achievement (non-need-based aid). Further information may be obtained at the Office of Financial Aid (<https://www.hartwick.edu/admissions/financial-aid/>)

### Academic Scholarships

Hartwick awards academic scholarships, so you can be rewarded for your hard work in class. Academic scholarships are awarded based on your high school cumulative GPA and standardized testing scores. Submission of SAT or ACT scores is optional. If you opt not submit these, your Academic

Scholarship will be based on your high school cumulative GPA alone. Academic Scholarships range in value from \$80,000 to \$120,000 over four years of study. There is no special application for these scholarships

### SAT/ACT Optional Policy

SAT and ACT scores are optional for both admission to Hartwick College and the awarding of academic scholarships. You may decide whether we should consider your test scores when we consider you for admission. If you decide you do not want Hartwick to consider your test scores for admission and you qualify for an academic scholarship, we will also not use your test scores when calculating the amount of your academic award.

### Academic Scholarship Criteria

Hartwick College believes in rewarding students for their academic performance and challenges them to have the same commitment to academic excellence once they become part of the Hartwick family. The College is pleased to offer, on a competitive basis, both first-year and transfers merit scholarships.

These scholarships will be determined at the time of acceptance to the College. No special application is required, so make sure your application materials are as comprehensive as possible.

*\*Please see the chart below for more information.*

Scholarship	Amount	Eligibility	Criteria
Oyaron	\$132,000, payable at \$33,000/year for 4 years	First-year	High school GPA and SAT/ACT scores if submitted
Kellogg	\$128,000 payable at \$32,000/year for 4 years	First-year	High school GPA and SAT/ACT scores if submitted
Cooper	\$124,000 payable at \$31,000/year for 4 years	First-year	High school GPA and SAT/ACT scores if submitted
President's	\$116,000, payable at \$29,000/year for 4 years	First-year	High school GPA and SAT/ACT scores if submitted
Nelson	\$100,000, payable at \$25,000/year for 4 years	First-year	High school GPA and SAT/ACT scores if submitted
Phi Theta Kappa	\$25,000/year for up to 4 years	Transfer	Membership in PTK Honor Society
Transfer Merit Scholarships	Range from \$21,000 to \$25,000/year for up to 4 years	Transfer	College GPA

**The Hartwick College Sibling Grant:** discounts tuition for families with multiple students in attendance.

**Eligibility:** Families with two or more children concurrently enrolled at Hartwick College on a full-time basis.

**Terms:** For the second child, the tuition is reduced by 25 percent. The total reduction is then divided equally among the siblings, and their tuition charges are reduced accordingly.

**The Hartwick College Legacy Grant:** awards students a \$2,500 Hartwick Grant.

**Eligibility:** Students whose grandparent, parent, or sibling graduated from Hartwick College.

### Transfer Students

Both freshman and transfer candidates are eligible for academic scholarships. Transfer students will be judged based on your college grade point average and, in some cases, your high school cumulative GPA and standardized test scores.

### Applying for Financial Aid

At Hartwick, our goal is to help you and your family through the steps of applying for financial aid. We want you to fully

understand your award and the financing options available so you can best plan for your future.

There are several different ways to apply for financial aid depending on what type of student you are. Below are the steps that outline the process.

### For New Students (U.S. Citizens and Permanent Residents):

- All students who are U.S. citizens or permanent residents in a degree-seeking, aid eligible program

should complete a [Free Application for Federal Student Aid](#) (FAFSA). Hartwick uses your FAFSA information to determine eligibility for federal and institutional need-based aid. **The Hartwick FAFSA school code is: 002729**

- For students that are New York State residents they should apply for the New York State Tuition Assistance Program ([TAP](#)) Application. **The Hartwick TAP school code is: 0285**

- A renewal FAFSA is necessary for each year you continue at Hartwick. **The priority filing date is May 1.**
- Students that are New York State residents they should apply for the New York State Tuition Assistance Program ([TAP](#)) Application.
- Any merit scholarships you were awarded during your first year will renew for subsequent years provided you remain enrolled as a full-time student and in good academic standing.

To maximize eligibility for financial aid it is strongly suggested that students submit their FAFSA as early as possible.

**The priority filing date for new students is March 1.** The financial aid deadlines are:

- Fall Term: August 1
- Spring Term: January 1

**For Continuing Students (U.S. Citizens and Permanent Residents):**

**For International Students:**

Accepted and continuing international students will be considered for merit-based scholarships. The merit scholarships are awarded during the application process. These scholarships range from \$15,000 – \$28,000 USD per academic year and are renewable for a maximum of eight academic semesters.

**Financial Aid Application Deadlines & Notification Dates**

<b>First-Year Students</b>	<b>FA Application Deadline</b>	<b>Notification</b>
Early Decision	November 15	Within two weeks after forms are received or after admissions decision is sent
Regular Decision	ASAP after January 1	On a rolling basis after January 15

<b>Transfer Students</b>	<b>FA Application Deadline</b>	<b>Notification</b>
Fall Entrance	August 1	Two weeks after forms are received or after the admissions decision is sent
Spring Entrance	January 1	Two weeks after forms are received or after the admissions decision is sent

## **Billing**

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### **Tuition**

For most students, tuition is billed at the full-time status rate. Full-time is 12-19 credit hours per semester. You must maintain a minimum of 12 credit hours per semester to remain full-time.

### **Part-Time**

If you should drop below 12 credits per semester prior to the Add/Drop date, you will be considered part-time for billing and financial aid will be affected. The student will also need to petition the Committee on Academic Success for Part-Time Status.

### **Overload**

A student with a GPA of 2.0 or greater may take up to 20 credit hours per semester. Permission is needed if the student wishes to take more than 20 credits or if she or he is below 2.0 GPA and wishes to exceed 16 credits. However, there is an over-election fee for each credit hour over 18 credits fall and spring semester, or over 4 credit hours in January, unless the student is declared in the Three Year Degree program. For those in the Three Year Degree program, the over-election fee is charged for credits over 20 in fall and spring semester or over 4 credit hours in January. See Tuition and Fees for over-election charge. If the over-election course is dropped by the end of the Add/Drop period, the charge will be refunded. There is no refund of the charge of dropped after the Add/Drop period.

### **Late Add**

You may not add a course after two weeks into the semester, unless you follow the procedure and petition the Committee on Academic Standards. If you are granted permission to add a course after the two-week period, there will be a fee of \$50 per course for late add. For those courses that meet for less than the full term, the late-add date will be one week into the course.

### **Fees**

All mandatory fees are listed separately on your billing statement. These fees apply to all current enrolled students. They include the Activity Fee, Pine Lake Fee, Wellness Center Fee, Campus Card Fee and for new students the Matriculation Fee. These fees are charged by the half-year, in equal installments, with the exception of the Matriculation Fee, which is charged the first semester of attendance only.

### **Transcript/Diploma**

As long as there is an outstanding (delinquent) balance on an account, including Hartwick Tuition accounts, Hartwick Institutional loans, or Federal Perkins and Nursing loans, no transcript or diploma will be released from the College. (An exception is made for scholarships to be used at Hartwick College.) Prior to requesting the transcript from the Office of the Registrar, you need clearance from the Office of Student Accounts. Save yourself a trip and stop at this office first.

### **Billing Address**

Notifications of electronic statements are sent to the billing parent or guardian at his/her email address; this is determined by the parent or guardian who signed the Financial Responsibility Form. We are not allowed to discuss the account with anyone other than the student and the parent who has signed to be responsible for the account, unless we receive written permission from the student. A student may come to the Office of Student Accounts and request a statement at any time.

### **Refunds**

Refunds cannot be issued prior to the second Tuesday of Fall and Spring semester. Credits cannot be refunded if there are payments due on the 10-month payment plan, or if the credit is created through pending financial aid.

### **Restrictions**

Students with past-due balances will not be permitted to pre-register for the subsequent semester. If you receive notice of a restriction, please visit the Office of Student Accounts as soon as possible. We are here to help you and can offer guidance. Guidelines for what balances are used to place restrictions at pre-registration and registration time are found in our [FAQs](#).

## Tuition, Fees and Related Costs for 2019-20

### Current Rates for Full-Time Matriculated Students

<b>Tuition</b>	<b>\$45,990</b>
<b>Room (Double)*</b>	\$6,654
<b>Board (Unlimited Plan)</b>	\$6,180
<b>Comprehensive Fee</b>	\$935
<b>TOTAL</b>	\$59,759
<b>Matriculation Fee – Freshman, first semester only</b>	\$400
<b>TOTAL</b>	\$60,159

*Health Insurance is mandatory for all full-time students. Please refer to section on health insurance for costs and waivers.*

\*Room and board rates may differ based on residence hall or meal plan.

\*\*Comprehensive Fee for all matriculated students. This fee includes, but is not limited to, student activity fees, Pine Lake WICKit card, technology and lab use.

An Enrollment Deposit of \$400 is required of all matriculated students upon entering the College. This non-refundable fee is credited to the student's first semester billing statement.

### Other Miscellaneous Fees and Part-Time Rates

<b>Over-Election Fee, per credit</b>	<b>\$350</b>
<b>Late Add Course Fee, per course</b>	\$50
<b>3-Year Degree Program Deposit</b>	\$300
<b>Transcript Fee</b>	\$10
<b>Missed Appointment Fee- Perrella Health Center</b>	\$10
<b>Vehicle Registration Fee</b>	\$50
<b>Art Courses- Studio Fees, per credit</b>	\$25
<b>Private Music Lesson- One-hour less/Rate per year, music majors are discounted</b>	\$880
<b>Private Music Lesson- Half-hour less/Rate per year, music majors are discounted</b>	\$440

### Physical Education Fees

<b>Advanced Martial Arts</b>	<b>\$50</b>
<b>Archery</b>	\$50
<b>Body Boot Camps</b>	\$50
<b>Bowling</b>	\$115
<b>Circuit Training</b>	\$50
<b>Couch to 5K</b>	\$50
<b>Functional Fitness</b>	\$50
<b>Fit Yoga</b>	\$50
<b>Gentle Yoga</b>	\$50
<b>Golf</b>	\$80
<b>Healthy Way to Weight Loss</b>	\$50
<b>Hiking</b>	\$50
<b>Horsemanship</b>	\$175
<b>Indoor Cycling</b>	\$50
<b>Life guarding</b>	\$85
<b>Martial Arts</b>	\$50
<b>Winter Hiking &amp; Snowshoeing</b>	\$50
<b>Fitness Professional Certification</b>	\$225
<b>Personal Fitness/Relaxation</b>	\$50
<b>Pilates</b>	\$50
<b>Res. to Emergency/Comm CPR</b>	\$140
<b>Self Defense</b>	\$50

<b>Skiing- Beginner</b>	\$149
<b>Skiing- Intermediate</b>	\$199

#### Part-Time Student Fees

<b>Tuition per credit hour</b>	<b>\$1,478</b>
<b>High School Tuition, per credit</b>	\$110
<b>Audit/Non-credit, per course</b>	\$150
<b>Bassett Nursing- beginning Fall, per credit</b>	\$600
<b>18-Month Accelerated Nursing Program, per credit</b>	\$960
<b>Summer Nursing Program, per credit</b>	\$583
<b>Summer Tuition, per credit</b>	\$360
<b>Summer Online Tuition, per credit</b>	\$290
<b>Tech Fee for Summer Online-Non Hartwick Students</b>	\$100
<b>Summer Internship Fee- internship up to 4 credits</b>	\$390
<b>Summer Internship Fee- internship 5-8 credits</b>	\$780
<b>Fifth Fall, per credit</b>	TBD

\*Some courses have an additional course fee. These courses will be designated with a \$ in their title. In addition, there may be other charges related to courses/tests. Students should check with the academic department offering their course(s) if they have any questions.

\*\*Nursing students will have additional fees related to their course of study. Listings of these fees are available from the Department of Nursing.

#### 2019-20 Room Rates

<b>Triple</b>	<b>\$5,763</b>
<b>Double</b>	\$6,654
<b>Single</b>	\$7,714
<b>Leitzell</b>	\$7,734
<b>Townhouse and Apartments</b>	\$8,302
<b>Super Single</b>	\$8,604
<b>Pine Lake- Single/Robertson</b>	\$7,714
<b>Pine Lake- Double/Robertson</b>	\$6,650
<b>Pine Lake- All cabins, Farmhouse, Robertson Lodge Apt.</b>	\$8,032
<b>Pine Lake- Super Single</b>	\$8,604

#### Expenses

The annual tuition charge for matriculated students covers 12-20 credit hours for Fall and Spring terms, and 4 credit hours in January. A full-time matriculated student who has been granted permission to overload will be charged an over-election fee for over 20 credit hours in Fall and Spring, and over 4 credit hours in January. A student dropping below the 12 credit hours prior to the end of the Add/Drop period will be considered part-time and Financial Aid may be affected. Fall Term charges include fall semester and one-half of January Term. Fall Term is electronically billed on July 15 and payments are due August 5. Spring semester e-statements are posted on December 15 and payment is due January 5. Spring semester statements include charges for the second half of January Term and the spring semester. In addition, an e-bill statement will be generated for any month in which there are new or outstanding charges.

#### Payments

Checks should be made payable to Hartwick College in United States dollars. Tuition, room, board, and fees are payable in two

payments; the first one on or before August 5 and the second payment on or before January 5. For a monthly installment plan, please see the following sections. For each month, or part of a month that payments are delinquent, a fee of 1% will be charged

for each month or fraction of a month throughout the duration of such delinquency. A charge of \$25 will be assessed when a personal check or online payment is offered in payment of charges or services and the payment is not honored.

Mail your check, made payable to Hartwick College, to:

Office of Student Accounts  
Hartwick College  
PO Box 4020  
Oneonta, NY 13820-4020

Please note the student name/account number on your check. Through an outside servicer, Hartwick College accepts online

payments for payments by MasterCard, Visa, Discover, American Express and ACH from checking or savings.

### **International Student Payment Option**

The College has partnered with Flywire to offer an innovative and streamlined way to make international tuition payments. With Flywire, you can pay from any country and any bank. International students can make an online payment using [Flywire's website](#).

If total payments and/or financial aid result in an overpayment, a refund must be requested. The student will be the recipient of the refund unless a parent loan generates the credit balance. Credit balances from parent loans are refunded to the parent borrower. Financial aid must be posted and verified before any refund can occur. Refund requests are processed within five to seven days. Any authorization obtained for disbursing financial aid funds continues to be valid in subsequent years unless rescinded in writing. Upon separation from the college, we will refund credit balances of \$5.00 or more to the student or parent.

### **Installment Payment Plan**

Hartwick College has partnered with Educational Computer Systems Inc. in our continued commitment to assist families in affording an education. ECSI offers an interest-free Tuition Payment Plan with an enrollment fee of \$75. Instead of making two lump-sum payments, ECSI allows you to pay all or part of your educational expenses in ten monthly installments. By enrolling in this plan, the tuition account will be credited each semester with one-half of the contracted amount. Program enrollment starts on June 1. You may contact ECSI by telephone at (866)-927-1438 or by visiting their website at <http://www.ecsi.net/hartwick>.

### **Work-Study Earnings**

Students employed on campus through the federal work-study program will be paid by check every two weeks for hours worked, and may request to have all or part of their earnings applied directly to the tuition account. To request the deduction, the student must complete a Payroll Deduction Authorization form with the Office of Student Accounts on a yearly basis. Parents of students receiving work-study as part of their financial aid award package should not deduct their student's work-study award amount from the tuition account. Paychecks are delivered to the student campus boxes on payday. Automatic deposit to a checking or savings account is available; please contact Student Payroll for an application. The Cashier's window, located in Bresee Hall, is available to cash student work-study payroll checks on pay dates only.

### **Check Cashing and Advances**

Students may cash personal checks for up to \$40 per day at the cashier's window in Bresee Hall, Monday through Friday, 10:00 a.m. to 3:30 p.m., when classes are in session. Hartwick ID is required. Parents' checks made payable to the student for \$75 or less also may be cashed. An ATM provided by Community Bank, N.A. is located on the third floor of Dewar Hall.

If an emergency arises and a student needs to return home immediately, the Office of Student Accounts will advance the student the cash amount required. Should this need arise, parents must contact the Director and request the amount needed. Once approved, the advance amount will be added to the student's tuition account.

### **Overpayments**

### **Tuition Insurance**

All full time Hartwick College students will be automatically enrolled into the Tuition Insurance Plan, through an outside servicer, A.G. Dewar Inc., to provide coverage if a student must leave the College mid-semester due to a serious illness or accident. As with the health insurance plan, there is an option to opt out of the coverage. However, we encourage you to review the coverage prior to taking any action. The cost of the plan is \$268 a year, billed \$134 each semester. The 75% coverage applies after the refund policy outlined in the next section. The waiver and other important information is found at [tuitionprotection.com/hartwick](http://tuitionprotection.com/hartwick).

### **Refund Policy**

There may be an occasion during the academic year when a student decides to withdraw from the College after classes have begun. Refunds of tuition will be made according to the following schedule. The Fall billing period includes all of Fall Term and one-half of January Term. The Spring billing period includes the second half of January Term and all of Spring Term.

Second Week of Billing Cycle	80%
Third Week of Billing Cycle	70%
Fourth Week of Billing Cycle	60%
Fifth Week of Billing Cycle	50%
Sixth Week of Billing Cycle	40%
Seventh Week of Billing Cycle	30%
Eighth Week of Billing Cycle	20%
Ninth Week of Billing Cycle	10%
Tenth Week of Billing Cycle	5%

- After the tenth week of the billing period, no refund of tuition will be made.
- Financial Aid will be re-calculated according to school policy and federal regulations.
- Room charges are pro-rated for the first two weeks of term only. After two weeks, no refund is given.
- Board charges for the board/meal plan will be prorated on a weekly basis.
- Mandatory Fees—are non-refundable after the start of the semester.
- Health Insurance—the optional health insurance fee is non-refundable after the start of the semester.
- Medical leaves abide by the same refund policy as listed above. See Tuition Insurance for further information.
- No refund of tuition, fees, room or board will be granted when a student is suspended or expelled from Hartwick College.

## **Campus Crime Statistics**

The Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education. Information about Hartwick's Campus Crime reporting is found on the following web site:  
<https://www.hartwick.edu/reporting-crimes-emergencies/>

For information about Hartwick College Campus Crime statistics please contact Tom Kelly, Director of Campus Safety, (607)-431-4111 or x-4111 from an on campus phone.

For more information on campus crime statistics, please visit the US Department of Education's web site:  
<https://ope.ed.gov/campussafety/#/>

## **Academic Opportunities**

### **Building Your Liberal Education**

College students are architects. Each has the job of designing the education he or she will experience. There is help along the way—advice from family and friends, for example, and some amount of structure established by the College and its faculty. Ultimately, students make the choices, and the quality and value of the college education depend heavily on those choices.

This catalog describes the building blocks with which you can construct your college education at Hartwick. Before getting too deeply involved in the separate pieces, let us consider how they might fit together. First, let us look at a basic commitment of the college that will influence your design. We are convinced that the liberal arts and sciences provide the core of the intellectual development we want all our students to experience. People are sometimes confused about what “liberal education” means.

Our modern phrase “liberal arts and sciences” comes from an inspiring Latin phrase that meant, roughly, “the learning appropriate for a free person.” People locked into narrow specializations or people interested only in preparation for their first job might find a technical education sufficient. Hartwick, as a liberal arts and sciences college, serves those who want to equip themselves for a lifetime of learning, career development, and the kind of change that characterizes the 21st century. Indeed, the intellectual capabilities of a liberal arts and sciences education are the very skills valued by employers.

A liberal education is both broad and deep, allowing exploration of a wide spectrum of human knowledge and assuring study of at least one set of questions (we usually call it a “major”) with special intensity. At Hartwick, we believe that all our students—even those who know exactly where they want to head in their careers—deserve this kind of education. Employers appreciate the perspective, communication skills, and analytical abilities of liberally educated people. More importantly, such people are well prepared to live enjoyable, contributing, and fulfilling lives.

### **Academic Advising**

Making the most effective use of the learning opportunities a college experience offers is a basic challenge each student faces. Hartwick provides special help in this process with its system of academic advising. All students will be assigned a faculty member as their regular academic advisor. For first-year students, every effort is made to have this advisor be a professor the student has in a Fall Term course, so that advisor and advisee come to know each other. If students declare a major, every effort will be made to match them with an advisor in that department. If a student does not declare a major, he or she will be assigned to a professional advisor in the Office of the Advising. In addition to the advisor of an undeclared student, resources are available in the Office of the Advising to assist students with choosing or declaring a major. Students must meet with their advisors prior to each course-registration period, but students are urged to visit their advisors regularly as the year progresses.

Helping the student plan a challenging, satisfying, and coherent program is one of the best ways an advisor can be of assistance, but often the advisor also can discuss career options or the resources available at the College for dealing with specific problems a student may be facing. Students may change advisors as their needs or interests change and, when a major field is selected, the advisor should be from the major department. To change advisors, students complete and return the necessary form available from the Office of the Advising.

### **Academic Calendar**

Hartwick’s academic calendar provides a structure for the academic year designed to help students get the most out of their college experiences. In the Fall and Spring terms, students normally take 12-16 credits and have periods set aside as Reading and Examination Days to conclude their studies. January Term at Hartwick is designed to be very different from fall and spring semesters. Students enroll in a single course for the entire four-week term, usually for several hours each day. This allows for a concentrated, intensive examination of subjects often not taught during a longer semester. Whether taking a course or advanced independent study on campus or an off-campus program or internship, students are able to invest themselves completely in just one course with no distractions.

### **Instructional Locations**

Hartwick’s courses are taught at our main campus at

One Hartwick Drive  
Oneonta, NY 13820

Classes are also taught at Pine Lake located at

1894 Charlotte Creek Road  
Davenport, NY 13820

In addition, students have many opportunities to participate in internships off campus and to conduct research independently with our faculty. Furthermore, students have the opportunity each January Term to study off campus via a J Term program through the PSGE center.

### **Components of a Degree Program**

Hartwick College recognizes its responsibility to help students pursue a program of study that provides both depth and breadth of understanding. In addition to demonstrating competence in at least one specialized area, graduates should have a basic, multidisciplinary education that includes an acquaintance with major alternative ways of knowing, an understanding of the cultural heritage shared by liberally educated persons, and a broad foundation for a lifetime of continued learning. Since there is no single path to this goal, students should be able to choose, in consultation with their advisors, the particular courses of study best suited to their interests and needs, within the framework of general degree requirements.

## Graduation Requirements

Satisfactorily complete four academic years of full-time study or its equivalent.

- Complete 120 academic credits
- 45 credits must be earned at Hartwick, with the final 30 credits completed as a matriculated Hartwick student
- Performance music credits beyond 12 credits, physical education (PHED), and WICK 101 credits do not count toward this requirement
- Minimum cumulative grade point average (GPA) of 2.00
- Fulfill the requirements of the Liberal Arts in Practice curriculum
- Earn an overall average of at least 2.0 in the major program or Individual Student Program

- Affirm the necessity of human interaction and thus seek to develop familiarity with diverse ways of knowing and facility with diverse forms of communication;
- Acknowledge the significance of individual and collective actions and thus seek to foster the capacity for critical thinking, ethical action, and reflection;
- Take inspiration from the artifacts of human ingenuity and the beauty and workings of nature and thus seek to nurture creativity in all its varied forms;
- Value the transformative potential of experience, and thus seek to integrate learning and doing, both inside and outside the classroom; and
- Posit that inquiry, discovery and self-examination promote strength of mind and purpose over the course of a lifetime and thus seek to ignite a passion for lifelong learning.

### *Please note the following:*

- Students are responsible for ensuring that all the requirements above are completed.
- To be eligible to receive a degree, a student must complete and submit an Application for Graduation to the Office of the Registrar by the date established by the Registrar.
- Hartwick College academic records are sealed forty-five days after the conferral of a degree. After this date, changes to majors and minors, addition of departmental honors, removal of incompletes, grade changes, or other changes to an academic record cannot be made.
- Hartwick graduates students following each term, including January and summer. A student is graduated as of the date of completion of their final degree requirement.

These core ideals find their expression in the educational goals of Hartwick's Liberal Arts in Practice curriculum, which are our desired learning outcomes for all students who successfully complete their education at Hartwick:

- Communicate effectively in written English. (LO1.1)
- Communicate effectively in spoken English. (LO1.2)
- Communicate in one non-native language. (LO2)
- Express relationships in formal logical or mathematical language and interpret relationships so expressed. (LO3)
- Understand human diversity and evaluate the sources and consequences of inequality, marginalization, and privilege. (LO4)
- Develop, test, and evaluate hypotheses using appropriate information and methods. (LO5)
- Produce interpretive or problem-solving creative work. (LO6)
- Apply knowledge through practical experience. (LO7)

## Curricular Mission: A Commitment to Liberal Arts in Practice

The central focus of the liberal arts tradition has always been on preparing individuals to face the responsibility of freedom. Indeed, the Latin *artes liberales* refers to the areas of study required for living as a free person. The greatest opportunity faced by free persons is also the greatest burden: Free persons must choose. Choosing well requires knowledge, understanding, and, above all, judgment.

The premise of our curriculum at Hartwick College is that a liberal arts education addressing the interplay between the theoretical and the practical is the best way to develop the integrative forms of knowledge, understanding, and judgment necessary for choosing well.

In establishing a curriculum for Hartwick College, we recognize profound cultural and natural diversity and interconnectedness, and thus seek to build a deeper understanding of similarities and differences across time and space. Through our curriculum, we:

Our commitment to the Liberal Arts in Practice fosters active student participation in the academic endeavor, helping our students, as free people, develop the knowledge, understanding, and judgment needed to make meaningful contributions to present and future communities throughout the world.

### Electives

Elective courses complete the academic program. Much creativity may be exercised in this part of the curriculum. Many students use some of these courses to complete a minor—perhaps in a field related to their major, perhaps in an interdisciplinary program that cuts across many fields, such as Peace and Conflict Studies. The range of possibilities is enormous. Some electives may be useful in broadening career opportunities—for example, Business Administration or Computer Science courses for the Art major hoping to work in gallery administration, or courses in a foreign language for the Business Administration major interested in international business. Other electives contribute to a student's ongoing personal and intellectual development.

## Individual Student Program

A student whose main interests are not met by one of the standard departmental majors may design an individual program of concentration, comparable in depth of study and number of courses to departmental majors. In designing and carrying out such a program, the student will work closely with the Committee on Interdisciplinary Studies, which oversees this part of the curriculum.

Individual Student Programs have been developed in a wide variety of areas. Some, for example, focus on fields in which Hartwick offers programs of study but not majors, as suggested by the following recent titles: “Photojournalism,” “Biomedical Informatics,” and “Management and Production for the Performing Arts.” Sometimes programs are combinations of a major interest in one discipline with a complementary secondary specialization, or an interest that cuts across many disciplines, such as “Scientific Writing and Illustration,” “Graphic Design and Communications,” and “International Economics.”

Some programs center on areas of concentration that lead toward specific career objectives, such as “Human Resources Management,” “Political Journalism,” “Horticulture,” and “Marketing Communications.” Occasionally programs emphasize a particular field within a discipline, such as “Analytical Technology” and “Cognitive Science.”

The program of study is developed by the student in consultation with faculty members of the student’s choice along with the coordinator for Individual Student Programs. The program must meet all requirements of the Liberal Arts in Practice curriculum. The student then meets with the Committee for its consideration of the proposed program, working through whatever modifications seem appropriate to the Committee. When the program is approved, the student pursues it with guidance from a program advisor selected from among the faculty by the student. Any changes in the approved program must be accepted in advance by the Committee.

Students interested in developing an ISP should contact the coordinator for Individual Student Programs as early as possible. At the latest, a preliminary proposal for an Individual Student Program should be submitted to the committee during the spring term of the student’s sophomore year, and a full proposal must be completed and approved by the committee before the beginning of the Fall Term of the student’s junior year, unless the student receives financial aid from New York State (TAP, Regents or nursing scholarships). Recipients of such financial aid should be aware that they cannot be certified for payment after the end of the sophomore year without a declared major or an approved ISP. These students must submit ISP proposals no later than the beginning of the Spring Term of the sophomore year.

Students who have an approved Individual Student Program are listed as “ISP” majors, and the Committee on Interdisciplinary Studies becomes their home “department.” They also may elect to pursue a minor in addition to the ISP major by fulfilling the requirements of any regular department.

## Interdisciplinary Programs

The College offers minors or programs in the following areas, which draw from several disciplines:

### Actuarial Mathematics (major/minor)

- Astronomy and Planetary Sciences (minor)
- Cognitive Science (minor)
- Documentary Photography (minor)
- Education (program)
- Educational Studies (minor)
- Environment, Sustainability, and Society (major/minor)
- Global Studies (major/minor)
- Graphic Communications (minor)
- Legal Studies (minor)
- Literature (minor)
- Museum Studies (minor)
- Peace and Conflict Studies (minor)
- Public Health (major/minor)
- Race and Ethnic Studies (minor)
- Women’s and Gender Studies (minor)
- Writing (minor)

Complete descriptions can be found in the “Courses of Study” section.

## Honors Program

### 1. GPA Requirement: maintain a 3.5 grade point average

Students whose overall GPA falls below 3.5 are placed on probation for one semester. If their GPA rises above 3.5 by the end of the probationary semester, they are removed from probation. If their GPA remains below 3.5 for two consecutive semesters, they are dismissed from the program. However, any dismissed student can request to rejoin the program if their GPA rises back to 3.5.

### 2. Four Challenge Requirement:

To graduate with Honors, students must complete a total of four academic challenges that span across the academic divisions. Each student can pursue these challenges as best fits their interests and academic schedules. Each student must complete at least one Individual Challenge — Traditional, Research or Creative — that is pursued one-on-one with a faculty supervisor. Students must complete at least one Challenge each year to remain in good standing in program. Types of challenges include:

- Honors First-Year Seminar (FYS): A first-year seminar designed expressly for Honors Program students. Fall 2016 FYS course descriptions with Honors sections are labeled as “Honors”. The Honors FYS grade must be B+ or better to qualify as a successful challenge. No Paperwork Needed
- Honors Seminars (HS): One-credit seminars restricted to Honors Program students. These classes change every semester and are among the most popular challenge option among the Honors students. Seminars involve in-depth study and discussion of a topic from disciplinary or interdisciplinary perspectives. Students selecting

Honors Seminars should be mindful of the divisional requirements (see below). The Honors Seminar grade must be B+ or better to qualify as a successful challenge. No Paperwork Needed

- **Second Major:** A student completes a double major as a challenge. The GPA in both majors must be at least 3.3 (B+) to qualify as a challenge. Education counts as a second major. Paperwork Needed
- **Semester Abroad:** A student can complete a full semester-long (minimum of 12 weeks) study at a non-US college or university, supervised by a Hartwick faculty member. The grade point average during the period of off-campus study must be at least 3.3 (B+) to qualify as a challenge. Paperwork Needed
- **Special Academic Achievement:** A student with an extraordinary academic accomplishment may apply for Honors Challenge credit. It must involve some external review and evaluation. Presenting a paper or poster session at a national conference, having a paper published in a refereed journal, or winning an academic award from a national organization are all examples. Paperwork Needed
- Individual Challenges (all students must complete at least one)
  - **Traditional Challenges** are pursued within the framework of a course and must be clearly “above and beyond” the ordinary graded course requirements. Typically, students will compose an extra research paper of 8 to 10 pages; however, other projects are possible, including doing additional laboratory work, presentations, specialized research, etc. Please consult the Honors co-chairs if you have any questions about a potential project. The challenge work does not count toward the normal course requirements, but it must be completed by the end of the term and the overall grade for it and the course must be “B+” or better. The Honors Program Honors Committee sets due dates for Traditional Challenge proposals twice a year, usually in October and March. Paperwork Needed – Proposal to start and a summary Abstract upon completion.
  - **Research Challenges** are pursued independently with a faculty member from any division, any department. They are not connected to a particular course and need not be completed in one semester (although we recommend that students do not take more than two semesters to finish). In the past, Honors students have composed research papers (usually 8 -10 pages), run experiments, done field research, and many other types projects. An internships or community-based service-learning project that does not earn credit may serve as a research challenge. Please consult with one of the co-directors before submitting such a proposal. The Honors Program Honors

Committee set due dates for Research Challenge proposals twice a year, usually in early October and March. The project is not credit bearing, and must be at a level of B+ or better to qualify as a successful challenge. Paperwork Needed – Proposal to start and a summary Abstract upon completion.

- **Creative Challenges** are pursued independently with faculty from the Art, Music, English and Theater departments (although sometimes with collaborations from other faculty). They are not connected to a particular course and need not be completed in one semester (although we recommend that students do not take more than two semesters to finish). In the past, Honors students have composed short stories, screenplays, poems, children’s books, and novellas. Others have composed musical works, sung or played recitals, or performed plays. In addition, many have created fine art portfolios of photographs, illustrations, paintings, ceramics, sculpture, or mixed media. The project is not credit bearing, and must be at a level of B+ or better to qualify as a successful challenge. The Honors Program Honors Committee sets due dates for Creative Challenge proposals twice a year, usually in October and March. Paperwork Needed – Proposal to start and a summary Abstract upon completion.

### 3. Divisional Requirements:

Of the four challenges completed, a student must successfully complete one Honors Challenge in each of these three Divisions: Arts & Humanities, Physical & Life Sciences, and Social & Behavioral Sciences. Interdisciplinary courses and projects are possible as well. Consult with the co-chairs on how these can be categorized.

### Summer Online Program

Hartwick offers online courses during three summer sessions that are available to currently enrolled Hartwick students, students enrolled at other colleges, recent high school graduates, high school seniors (with permission), and adult students wanting to continue their educations.

The three sessions are four weeks each and students may enroll in one course per session. To enroll in more than one course per session, the student must get approval from the Dean of Academic Affairs.

Distance education, including online courses, is subject to state and federal regulations. If you are not a resident of New York State, your participation in an online summer course from Hartwick College is contingent upon the College’s gaining approval required by the state in which you will reside during June of that year. If Hartwick does not obtain approval, it will cancel your registration and refund your payment in full.

Students with a complaint or grievance about their online courses must first use Hartwick College procedures to attempt to resolve their complaint. The Academic Grievance Procedure is available through the Office of Academic Affairs. During the summer sessions, students may contact the appropriate people by email to try to resolve the dispute.

A student who has followed the procedure but still seeks redress may lodge a complaint with the appropriate agency in his or her home state, as indicated in this chart.

For more information about course offerings, registration, and cost please visit: <https://www.hartwick.edu/summer-online-courses/>

### **Disciplinary Minors**

Hartwick encourages its students to consider adding a minor or other secondary concentration to their programs. While not required for graduation, such a group of courses can frequently help a student organize his or her electives in a way that complements a major, develops a second interest, or strengthens career preparation.

### **Minor Requirements**

Requirements of different minors vary but include at least 18 credits with a cumulative average of 2.0 earned in those courses. Students wishing to declare a minor should consult the appropriate department or coordinator and notify the Office of Academic and Pre-Professional Advising as early as possible, but no later than Spring Term of the senior year.

Minors are offered by most departments and are described in the departmental listings.

### **Liberal Arts in Practice Curriculum**

The Liberal Arts in Practice general education curriculum provides the Hartwick student with a variety of learning opportunities to inspire intellectual growth and prepare each student to contribute in meaningful ways to complex and diverse societies, communities, and organizations.

The Writing Competency, Quantitative/Formal Reasoning, and Foreign Language requirements advance the student's ability to communicate and express thoughts, ideas, and relationships by diverse means.

The First Year Seminar and Senior Capstone frame the student's educational journey at Hartwick, a journey encompassing both breadth and depth of knowledge. An intensive seminar designed for first year students introduces them to many of the means and methods to be employed throughout their education. Ventures into all three divisions of academic knowledge (the Physical and Life Sciences, Arts and Humanities, and Social and Behavioral Sciences) broaden their understanding of the varied ways of knowing the world, both intellectually and experientially, as students integrate their classroom learning in one discipline with perspectives gained from other disciplines and through hands-on experience. Through a major or an Individual Student Program in a particular area of interest, students also develop significant

competence culminating in a Senior Capstone, a project demonstrating mastery of that discipline. Thus by uniting learning and doing, the Liberal Arts in Practice curriculum aims to foster critical thinking, intellectual growth, delight in discovery, and social commitment to last a lifetime.

### **Writing Competency Requirement**

By attaining Writing Level 4 in the Writing Competency Program, students will demonstrate the ability to write competently at the college level. In order to graduate, students at Hartwick College must demonstrate competence in writing at the college level, as defined in Writing Competency: A Handbook. Such demonstration must be made in one of two ways:

- By progressing, to Level 4 through a sequence of courses outlined below, beginning with the course at the level at which the student was placed upon admission to the College.
- By achieving Level 4 in the Writing Proficiency Examination. The student may not take the examination before completing the course at the level at which he or she was placed upon admission to the College.
- Students admitted to Hartwick will be placed in one of four levels of competency according to results from a writing sample (placement test). The sequence of courses described below is designed to offer increasingly complex and challenging writing tasks. Accordingly, the courses must be taken in sequence. That is, a student placed at Level 1 must take ENGL 101 before taking ENGL 110. A student may take a Level 3 course at any time but may not receive writing credit unless he or she is at Level 3.
- Level 1 students needing review work in English grammar and in writing and revising short compositions will register for ENGL 101: Writing Tutorial. Students who successfully complete ENGL 101 will pass to Level 2.
- Level 2 students needing instruction in composing and developing whole essays will register for ENGL 110: Composition. Students who earn a grade of A- or higher will pass to Level 4; those who complete ENGL 110 with a grade of C through B+ will pass to Level 3. Students receiving a grade of D- through C- will pass to Level 2b.
- Level 2b students passing ENGL 110 with a grade of D-through C- and needing extended work in the writing and particularly the revision of compositions will register for ENGL 111: Composition Workshop. Students who successfully complete ENGL 111 will pass to Level 3.
- Level 3 students needing additional practice in writing and revising (but not an entire course in writing) will register for lower-level courses offered in many departments and in all divisions, and designated by a "W" in the class schedule. These courses feature instruction in writing within a discipline. Instructors may recommend further Level 3 course work for a student or pass the student into Level 4. The instructor

will determine whether a student is passed to Level 4 at the completion of the course and will make such recommendation independent of the course grade.

- Level 4 students placed at Level 4 as first year students, who attain Level 4 through testing, or course work are considered able to write at the college level of competency. They should maintain and sharpen their skills by taking courses that require essays, reports, short papers, and essay examinations. Students admitted as transfers who before entry have attained a grade of C or better in a college-level composition course will receive college credit for the course, but will be assigned to a writing level by means of testing at entry. Should review of the writing sample and, when available, SAT scores indicate that the student's writing is not yet at Level 3, such a student must take either ENGL 110 (see above under Level 2) or ENGL 111 (under Level 2b), which will allow the transfer student to pass to a higher writing level.

Courses at Writing Level 1, 2, and 2b (ENGL 101, ENGL 110, and ENGL 111) do not satisfy the Breadth and Integration requirement in the Humanities.

#### **Quantitative/Formal Reasoning Requirement**

Complete a course (minimum of 3 credits) with a Quantitative or Formal Reasoning (QFR) designation that explores or makes significant use of mathematics or formal logical reasoning or uses computers for the analysis of mathematical, social-scientific, or scientific data.

#### **Foreign Language Requirement**

The requirement is satisfied in one of three ways:

- Complete an elementary language sequence (minimum 6 credits), **OR**
- Complete one intermediate language course (minimum 3 credits), **OR**
- Complete an off-campus language immersion course (minimum 3 credits).

#### **First Year Seminar Requirement**

Complete a First Year Seminar (minimum of 3 credits, enrollment cap of 20)

#### **Breadth and Integration (minimum of 27 credits)**

Complete at least three courses, totaling at least nine credits, in each of the College's three academic divisions: Arts and Humanities, Physical and Life Sciences, and Social and Behavioral Sciences.

In the Physical and Life Sciences academic division, as part of the nine credit minimum, complete at least six credits in Chemistry, Physics, Biology, or Geology from at least two different departments. At least one of the courses must have a weekly laboratory component.

In the Social and Behavioral Sciences academic division, as part of the nine credit minimum, complete courses from at least two different departments.

In the Arts and Humanities academic division, the nine credits of courses are to be met through exploring humanities beyond the skills courses; therefore, there are two types of exclusions from the course offerings. Writing Courses at Writing Level 1, 2, and 2b (English 101, ENGL 110, and ENGL 111) do not satisfy the Breadth and Integration requirement for the Arts and Humanities.

Foreign Language courses used to satisfy the Foreign Language Requirement may not be used to satisfy any other general education requirement, with the exception that students may meet the experiential requirement in the Arts and Humanities division with an off-campus program of a minimum of 15 days.

In the Arts and Humanities and Social and Behavioral Sciences academic divisions, as part of the nine credit minimum, complete at least three credits in either an Integrative Learning Seminar (ILS) or coursework with a specifically designated Experiential Learning (EL) component.

#### **Integrative Learning Seminar**

Integrative learning seminars are characterized by active student engagement in course materials and research, limited enrollments, and an assumed knowledge of basic concepts in the field. Designation as an ILS is subject to the approval of the academic division. An interdisciplinary ILS may obtain divisional approval to qualify for more than one academic division, but a single course may be used to fulfill the requirement in only one academic division.

#### **Experiential Learning**

Experiential learning courses are characterized by active student engagement in a learning environment that expects students to apply their learning to real-life situations. Experiential learning courses include:

- Internships
- Off-Campus Programs (minimum of 15 days off campus)
- Coursework requiring a significant, grade-bearing, service-learning component
- Coursework in Studio Art, Music, Theatre, Dance Performance, or Creative Writing
- Coursework with a weekly laboratory requirement
- Coursework at Pine Lake that contains a significant, grade-bearing experiential component

#### **Diversity Requirement**

Complete a course (minimum of 3 credits) with a DR designation that fulfills the learning outcome: Recognize human diversity and analyze the sources and consequences of inequality, marginalization, and privilege.

#### **Depth in Discipline**

Complete the requirements for one Primary Major Program or a student-designed Individual Student Program.

A good liberal education combines breadth and depth. Along with a wide-ranging general background, it is important to have studied some field deeply and developed significant intellectual competence in a particular area of interest. While the choice of a major is sometimes influenced by particular career goals, the most important driving force behind the choice should be sincere interest. Hartwick offers a wide spectrum of major programs, any one of which could help a student prepare for a rewarding life as well as many different career paths. Some lead to the Bachelor of Arts degree and others to the Bachelor of Science degree, depending on the proportion of the program devoted to the major specialization as opposed to liberal studies.

- Accounting (Bachelor of Science)—CPA or General Accounting
- Actuarial Math (Bachelor of Science)
- Anthropology (Bachelor of Arts)
- Art (Bachelor of Arts)
- Art History (Bachelor of Arts)
- Biochemistry (Bachelor of Science)
- Biology (Bachelor of Arts)
- Business Administration (Bachelor of Science)
- Chemistry (Bachelor of Arts or Bachelor of Science)
- Computer Science (Bachelor of Science)
- Creative Writing (Bachelor of Arts)
- Criminal Justice (Bachelor of Arts)
- Economics (Bachelor of Arts)
- Education (Certification Program—see Note)
- English (Bachelor of Arts)
- Environment, Sustainability, and Society (Bachelor of Arts)
- Environmental Chemistry (Bachelor of Science)
- French (Bachelor of Arts)
- Geology (Bachelor of Arts)
- Global Studies (Bachelor of Arts)
- History (Bachelor of Arts)
- Individual Student Program (Bachelor of Arts or Bachelor of Science)
- Mathematics (Bachelor of Arts)
- Medical Technology (Bachelor of Science)
- Music (Bachelor of Arts)
- Music Education (Bachelor of Science)
- Nursing (Bachelor of Science)
- Philosophy (Bachelor of Arts)
- Physics (Bachelor of Arts)
- Political Science (Bachelor of Arts)
- Psychology (Bachelor of Arts)
- Public Health (Bachelor of Arts)
- Religious Studies (Bachelor of Arts)
- Sociology (Bachelor of Arts)
- Spanish (Bachelor of Arts)
- Theatre Arts (Bachelor of Arts)

### Senior Capstone

Complete (minimum of 3 credits) a departmentally (or ISP) determined Senior Capstone. In cases in which the requirements for more than one Primary Major Program are completed, the Senior Capstone Requirement may be satisfied by a project mutually agreed upon by the two or more academic programs.

### Classification of Students

Class Year	Academic Credits Completed
First Year	0-30 academic credits
Sophomore	30-59 academic credits
Junior	60-89 academic credits
Senior	90-120 academic credits

## Academic Calendar

<b>DATES TO ARRIVE</b>	
New Students (First-Year and Transfers)	Wednesday, August 21
Returning UPPERCLASS	Sunday, August 25
<b>FALL TERM</b>	
Opening Convocation	Thursday, August 22
Classes Begin	Monday, August 26
Labor Day	Monday, September 2
True Blue Weekend	Friday to Sunday, September 20—22
October Break	Thursday to Sunday, October 17-20
Thanksgiving Recess	Saturday to Sunday, November 23—December 1
Last Day of Class	Friday, December 6
Reading Days	Saturday and Sunday, December 7 & 8
Examination Days	Monday to Thursday, December 9—12
<b>THREE WEEK VACATION</b>	
<b>JANUARY TERM</b>	
Classes Begin	Thursday, January 2
Classes End	Friday, January 24
<b>ONE WEEK VACATION</b>	
<b>SPRING TERM</b>	
Classes Begin	Monday, February 3
Spring Recess Begins	Saturday, March 14
Spring Recess Ends	Sunday, March 21
Honors Convocation	Wednesday, April 29
Scholarship Showcase**	Friday, May 1
**No scheduled classes to allow for faculty and student participation in the showcase	
Last Day of Class	Friday, May 8
Reading Days	Saturday and Sunday, May 9—10
Examination Days	Monday—Thursday, May 11—14
Commencement	Saturday, May 16
Memorial Day	Monday, May 25

## Academic Deadlines & Important Dates

### Fall Term 2019

#### **August 23**

e-Reg [add/drop](#) period begins.

#### **August 26**

Full term and first half courses begin.

#### **August 27**

e-Reg [add/drop](#) period ends at 5 pm.

#### **August 28**

Instructor signature required to add any full term or first half course. All registration transactions, regardless of start date or seat availability, require an add/drop form starting today. Do not email add/drop requests.

#### **August 30**

Last day to add a first half course or drop a first half course without a grade of "W"

#### **September 6**

Last day to add a full term course or drop a full term course without a grade of "W".

Last day to add a 3 or 4 credit Directed/Independent Study, Senior Thesis/Project or 3 or 4 credit Internship.

#### **September 25**

Four week grades available for viewing in WebAdvisor.

#### **September 27**

Last day to withdraw from first half course.

#### **October 11**

First half courses end.

Applications for 2019-20 graduation due.

#### **October 14**

Second half courses begin.

Seven week grades available for viewing in WebAdvisor.

#### **October 16**

Instructor signature required to add any second half course.

#### **October 23**

Last day to add a second half course or drop a second half course without a grade of "W".

Last day to add a 2 credit Independent/Directed Study or 2 credit Internship.

#### **October 31**

Unresolved incomplete grades from spring and summer 2019 change to "F".

#### **October 28-November 8**

[Pre-registration](#) for January and spring terms 2020. Opens at 9 am on October 28.

#### **November 1**

Last day to withdraw from a full term course.

#### **November 8**

Last day to withdraw from a second half course.

[Pre-registration](#) for January and spring term 2019 ends at 5 pm.

#### **November 15**

Last day to add a 1 credit Independent/Directed Study or a 1 credit Internship.

#### **December 6**

Last day of classes.

#### **December 7 & 8**

Reading days.

#### **December 9-12**

Final Exams.

#### **December 13**

Residence Halls close at noon.

#### **December 17**

Final grades available for viewing in WebAdvisor at 5 pm.

### January Term (J Term) 2020

#### **January 1**

Residence Halls re-open at 8 am.

#### **January 2**

J Term courses begin.

#### **January 3**

e-Reg [add/drop](#) period ends at 5 pm.

Last day to add a course or drop a course without a grade of "W". Do not email add/drop requests.

Last day to add a J Term Directed/Independent Study or Senior Thesis/Project or Internship.

#### **January 18**

Last day to withdraw from a course.

#### **January 24**

Last day of classes.

#### **January 28**

Final grades available for viewing in WebAdvisor.

### Spring Term 2020

#### **February 3**

Full term and first half courses begin.

#### **February 4**

e-Reg [add/drop](#) period ends at 5 pm.

#### **February 5**

Instructor signature required to add any full term or first half course. All registration transactions, regardless of start date or seat availability, require an add/drop form starting today. Do not email add/drop requests.

#### **February 7**

Last day to add a first half course or drop a first half course without a grade of "W"

#### **February 14**

Last day to add a full term course or drop a full term course without a grade of "W".

Last day to add a 3 or 4 credit Directed/Independent Study Senior Thesis/Project or 3 or 4 credit Internship.

#### **February 28**

Last day to withdraw from a first half course.

#### **March 4**

Four week grades available for viewing in WebAdvisor.

#### **March 13**

First half courses end.

#### **March 23**

Second half courses begin.

#### **March 25**

Instructor signature required to add any second half course.

**March 31**

Unresolved incomplete grades from fall 2019 and January 2020 convert to “F”.

**April 1**

Last day to add a second half course or drop a second half course without a grade of “W”.

Last day to add a 2 credit Independent/Directed Study or 2 credit Internship.

**April 1**

Seven week grades available for viewing in WebAdvisor.

**April 6-17**

[Pre-registration](#) for fall term 2019. Opens at 9 am on April 8.

**April 10**

Last day to withdraw from a full term course.

**April 17**

Last day to withdraw from a second half course.

[Pre-registration](#) for fall term 2019 ends at 5 pm.

**April 24**

Last day to add a 1 credit Independent/Directed Study or 1 credit Internship.

**May 8**

Last day of classes.

[Add/drop](#) period for changes to fall term 2019 schedules ends.

Changes not allowed until add/drop opens on August 26.

**May 9 & 10**

Reading days.

**May 11-14**

Final Examination days.

**May 15**

Residence Halls close at noon.

**May 16**

Commencement.

**May 19**

Final grades available for viewing in WebAdvisor by 5 pm.

**June 1**

Last day to add a summer internship

**Summer Sessions 2020****June 1**

Summer Session 1 classes begin

**June 2**

Summer Session 1 add/drop period ends at 5pm

**June 3**

Instructor permission required to add any Summer Session 1 course.

**June 5**

Last day to add a Summer Session 1 or drop a Summer Session 1 course without a grade of “W”

**June 19**

Last day to withdraw from a Summer Session 1 course.

**June 26**

Last day of Summer Session 1 classes

**June 30**

Final grades for Summer Session 1 available for viewing on WebAdvisor.

**June 29**

Summer Session 2 classes begin

**June 30**

Summer Session 2 add/drop period ends

**July 1**

Instructor permission is required to add any Summer Session 2 course.

**July 3**

Last day to add a Summer Session 2 or drop a Summer Session 2 course without a grade of “W”

**July 17**

Last day to withdraw from a Summer Session 2 course

**July 24**

Last day of Summer Session 2 classes

**July 28**

Final grades for Summer Session 2 available for viewing on WebAdvisor

## **Courses of Study**

Courses of instruction at Hartwick are offered primarily by academic departments, organized into three main divisions: (1) Arts and Humanities, (2) Physical and Life Sciences, and (3) Social and Behavioral Sciences. These divisional groups indicate characteristic approaches to learning:

The Arts and Humanities generally use the approach of studying human documents and artistic achievements. Courses of study offered by departments in the Division of Arts and Humanities include Art, Art History, Classics, English, French, Music, Philosophy, Religious Studies, Spanish, and Theatre Arts.

The Physical and Life Sciences provide experience in the scientific method as exemplified by laboratory and field research. Courses of study offered by departments in the Division of Physical and Life Sciences include Biochemistry, Biology, Chemistry, Computer Science and Geology, Mathematics, Medical Technology, Nursing, and Physics.

The Social and Behavioral Sciences provide the experiences of gathering and analyzing social data. Courses of study offered by departments in the Division of Social and Behavioral Sciences include Accounting, Anthropology, Business Administration, Economics, Education, Finance, History, Political Science, Psychology, and Sociology.

Courses of study offered by departments appear alphabetically by discipline in this catalog supplement, along with major curricular requirements, a description of the discipline and current faculty.

### **Course Numbering:**

- 100-level courses are generally introductory to a field or discipline. These courses require a depth of study, student responsibility, and independence commensurate with initial work at the college level.
- 200-level courses normally require a greater depth of study and student responsibility in the acquisition of knowledge and resources and in the mastery of techniques and methods than is demanded in 100-level courses.
- 300- and 400-level courses are usually designed for the major or minor and presuppose command of methods as well as factual and theoretical knowledge appropriate to the discipline.

Courses in the 100-199 and 200-299 series generally should be completed in the freshman and sophomore years.

### **Departmental Distinction**

Grades for all courses required for the major (including those from other departments, if applicable) are used to calculate the average in a major for Departmental Distinction. See Policies and Procedures for complete Departmental Distinction requirements.

*The College reserves the right to change this section of the catalog without notice and cancel any course that has an enrollment of fewer than eight students at the end of the pre-registration period.*

## Accounting

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**Department Chair:** Carlena Ficano

**Faculty:** Ramin Kasamanli

*Adjunct Faculty:* Jaeseong Lim

### Majors

Accounting (General)

Accounting CPA

### Minor

Accounting

### About

Accounting's focus on the preparation, communication, and use of economic information for decision-making are especially relevant in an information age. Accounting-based information is the central means of communicating with internal and external stakeholders. It is the language of business. Hartwick is demanding accounting program develops and stresses critical thinking, analytical ability, and effective communication. At its core is decision making. The program's goal is to develop well-rounded individuals who understand the role of accounting within society, possess a solid accounting foundation, and can apply their education to ethical decision making. Graduates should be able to adjust to a dynamic, constantly changing economic environment, to recognize the need for continual learning, and to assist the profession in responding to challenges. Business leaders with strong accounting backgrounds have a significant competitive advantage. Many chief executive officers are certified public accountants (CPAs) or certified management accountants (CMAs).

As commercial, industrial, and governmental organizations increase in complexity and international activity, they will seek accounting graduates with solid quantitative backgrounds and refined communicative ability: the combination found in our interdisciplinary accounting program and Hartwick's distinctive Liberal Arts in Practice requirements. The two majors within the Accounting Program are the Accounting-Certified Public Accountant (CPA) major (intended for those interested in licensure as a CPA) and the Accounting-General major (intended for those interested in internal reporting or graduate education as a path to licensure as a CPA). A minor in Accounting also is offered. The use of computers is integrated throughout the accounting curriculum that utilizes the Internet for research, spreadsheets for analysis, and accounting software programs currently used by small business and accounting professionals.

The Accounting-CPA major has financial accounting and external reporting as its central focus. It investigates the questions and ethical dilemmas that underlie generally accepted accounting principles by studying the preparation, communication, and analysis of accounting information. It is a four-year licensure-qualifying program, registered with the New York State Education Department Office of Professional Licensing. Registration identifies program graduates as having completed the 150 hours of designated academic credit required for CPA licensure in New York. It expedites CPA exam registration and licensure and includes the NYS licensure required Financial, Managerial, Taxation and Auditing Accounting courses. The Accounting-General major allows students more flexibility within the accounting discipline. Students complete 120 hours of study that may focus on

management accounting or taxation. Accounting-General majors who are considering CPA licensure should include Auditing in their major's electives. The Accounting minor offers advantages to all Hartwick students. It is a natural complement to majors in Economics, Computer Science, Business Administration, and Mathematics, among others. The minor helps prepare students for careers in business or in organizations that interact with business. It also provides an excellent foundation for students planning to pursue graduate study in business administration. A benefit of the interdisciplinary nature of the Accounting program is the ease in double majoring (e.g., Accounting and Economics, Computer Science, or Business Administration) or minoring in a related discipline (e.g., Economics, Finance, or Business Administration). For additional information, contact the department chair.

### Accounting Courses

**101 Financial Accounting (4 credits)** Introduction to the financial information critical to decision-making for managers. This course includes reporting and interpreting: the financial position of the firm, the components of that position, the results of its operations, and its cash flows. Coverage includes accounting principles and concepts as well as models for financial analysis and ethical decision-making. (*EL*)

**102 Managerial Accounting I (4 credits)** The ethical decision-making role of the accountant in the planning, controlling and evaluation activities is analyzed. Emphasis is on cost behavior analysis, choice of costing systems, establishing standards and evaluating performance, short-term decision making and long-term capital budgeting. Also covered are responsibility accounting, divisional performance measurement and control, and evaluation of cost centers.

*Prerequisite:* ACCO 101

**321 Intermediate Accounting I (4 credits)** A concentration on the analysis of accounting data with an emphasis on the synthesis of theory with problem application. Intermediate level topics include cash; receivables; inventory valuation; long-term assets, both tangible and intangible; and liabilities. (*EL, QFR*)

*Prerequisite:* minimum grade of C in ACCO 101

**322 Intermediate Accounting II (4 credits)** A continuation of the analytical approach begun in Intermediate Accounting I. Topics include liabilities, pensions, taxes, leases, stockholders' equity, the Statement of Cash Flows, and the application of revenue and expense recognition principles. The technical rules, alternative presentations, and ethical dimensions of financial decisions/disclosures are also explored. (*EL*)

*Prerequisite:* ACCO 321

**342 Taxation I (4 credits)** A study of the U.S. federal tax structure and the Internal Revenue Code. Emphasis is placed on the theoretical foundation and practical application of tax law as they relate to individuals (including computerized tax preparation). Also included is an introduction to corporation and partnership taxation, as are tax law formation and tax research to support ethical decision making. (*EL*)

*Prerequisite:* BUSA 280

**344 Taxation II (4 credits)** A continuation of the study of the U.S. federal tax structure and the Internal Revenue code. Emphasis is on tax provisions relating to partnerships, corporations, estates and trusts. Also, includes more complex individual tax topics with greater emphasis on tax research to support ethical decision-making.

*Prerequisite: ACCO 342*

**345 Personal Financial Planning (3 credits)** This course considers the various financial issues and decisions that confront individuals and the tools and techniques used to support ethical decision making. Issues include the assessment of family net worth, credit sources and uses, risk management including insurance, and budgeting, with a focus on asset management and retirement planning. Offered periodically. Note: ACCO 345 is equivalent to FINA 345.

*Prerequisite: minimum grade of C in ACCO 101 AND ACCO 102*

**349 Managerial Accounting II (4 credits)** This course provides expanded coverage of Managerial Accounting I topics such as costing systems (job order, process, operations, activity based), budgeting, standard costs and performance evaluation, and cost-volume-profit analysis. In addition, there is a focus on critical analysis and ethical decision making in an international and quality control context.

*Prerequisite: ACCO 101*

**395, 495 Internship in Accounting (3-6 credits)** This course provides opportunities to further the professional career development of students. Placements are designed to utilize academic concepts in a work setting and to bring practical knowledge of a functioning business back to the classroom.

*Prerequisites: 60 credit hours completed declaration of an accounting major/minor or finance minor, permission of the department, and satisfactory internship qualifications*

**421 Auditing (4 credits)** A study of auditing standards and procedures with an emphasis on ethical professional conduct. Included are legal and ethical responsibilities, internal control standards, evidence gathering techniques and accounting engagement reports. (EL)

*Prerequisite: ACCO 322*

**422 Advanced Accounting (4 credits)** An examination of the accounting for and reporting of complex areas of accounting including partnerships (organization and liquidation), business combinations, and international transactions. The ethical dilemmas associated with these areas are also discussed. (EL)

*Prerequisite: ACCO 322*

**490 Senior Project (3 credits)** This course requires completion, in consultation with an accounting faculty member, of a research paper that demonstrates the ability to investigate and analyze some current accounting issue/topic and effectively communicate the results of that research. The project integrates accounting's conceptual framework, and should include the formulation of a hypothesis, complete with ethical considerations, capable of public defense.

*Prerequisites: ACCO 322 AND 90 credit hours completed*

**491 Contemporary Issues in Accounting Seminar (4 credits)**

A capstone course that requires students to examine and research (independently and/or jointly) one or more current complex accounting issues. Contemporary events and presentation of student research will be the basis for class discussion and analysis. Topics will integrate national and international accounting: theory, standards, practice, regulatory considerations, economic effects, behavioral outcomes, and ethical dimensions with information system design and control processes.

*Prerequisite: ACCO 322 AND 90 credit hours completed.*

**Accounting-CPA Major Requirements**

Minimum of 150 total credits; minimum 33 credits in Accounting, 36 credits in Business/Economics/Finance as indicated below. Max 75 hours in Accounting and Business.

<b>Core Courses in Accounting</b>	<b>Accounting Electives (Min. 5 credits; max. 12 credits)</b>	<b>Business Administration Courses (6 credits)</b>	<b>Finance Courses (Minimum 6 credits)</b>	<b>Economics Courses (Min. 6 credits)</b>	<b>“Business related” Electives (Min. 18 credits)</b>
ACCO 101 Financial Accounting	May include a max of 6 Internship credits in ACCO 395/495	BUSA 310 Business Law I	May include BUSA 280 Finance and FINA courses		Either BUSA, CISC, ECON, or FINA courses
ACCO 102 Managerial Accounting I		BUSA 311 Business Law II			
ACCO 321 Intermediate Accounting I					
ACCO 322 Intermediate Accounting II					
ACCO 342 Taxation I					
ACCO 421 Auditing					
ACCO 491 Contemporary Issues in Accounting					

**Suggested four-year sequence for students in the Accounting-CPA Major:**

<b>First Year</b>	<b>Second/Third Year</b>	<b>Third/Fourth Year</b>
ACCO 101 Financial Accounting	BUSA 280 Finance	ACCO 421 Auditing
BUSA 101 Introduction to Business	ACCO 321 Intermediate Accounting I	BUSA 310 Business Law I
ECCO 102 Managerial Accounting I	ACCO 322 Intermediate Accounting II	BUSA 311 Business Law II
	ACCO 342 Taxation I	ACCO 491 Contemporary Issues in Accounting
Two ECON courses	Electives	FINA course
Elective		Electives

**Accounting-General Major Requirements:**

Minimum credits: 31 credits in required courses; 15 credits in electives

<b>Core Courses in Accounting</b>	<b>Three 300- or 400-level electives in Accounting (minimum 9 credit hours):</b>	<b>Two Specified Business Courses</b>	<b>Economics Courses (Minimum 6 credits)</b>
ACCO 101 Financial Accounting	<i>Note: An approved ACCO internship of 3 credits or more (ACCO 395 or 495) may count as one of the three electives.</i>	BUSA 101 Introduction to Business	
ACCO 102 Managerial Accounting I			
ACCO 321 Intermediate Accounting I			
ACCO 322 Intermediate Accounting II		BUSA 280 Finance	
ACCO 342 Taxation I			
ACCO 491 Contemporary Issues in Accounting			

**Suggested four-year sequence for students in the Accounting-General Major:**

<b>First/Second Year</b>	<b>Second/Third Year</b>	<b>Third/Fourth Year</b>
ACCO 101 Financial Accounting	BUSA 280 Finance	ACCO 491 Contemporary Issues in Accounting
BUSA 101 Introduction to Business	ACCO 321 Intermediate Accounting I	Electives
ACCO 102 Managerial Accounting	ACCO322 Intermediate Accounting II	
Two ECON courses	ACCO 342 Taxation I	
	Electives	

**Accounting Minor Requirements:**

Minimum credits: 12 credits in required courses; 9 credits in electives

<b>Core Courses in Accounting</b>	<b>Three 300- or 400-level electives in Accounting (minimum 9 credit hours):</b>
ACCO 101 Financial Accounting	<i>Note: An approved ACCO internship of 3 credits or more (ACCO 395 or 495) may count as one of the three electives.</i>
ACCO 102 Managerial Accounting I	
ACCO 321 Intermediate Accounting I	

## Actuarial Mathematics

### **Program Coordinator:**

Min Chung (Mathematics)

**Faculty:** Min Chung; L. Gerald Hunsberger; Heng Li

### **Major**

Actuarial Mathematics

### **Minor**

N/A

### **About**

The Actuarial Math program at Hartwick College is designed to combine a broad education in Mathematics with Business Administration, Economics, and Finance. The study of actuarial mathematics as part of liberal arts and science enables students to not only learn the necessary background to manage institutional financial risk but to develop their ability to think logically, solve problems, express themselves precisely and gain a cultural appreciation of the discipline. Upon completion of the Actuarial Mathematics major, students will be prepared for two of the examinations of the Society of Actuaries.

Actuarial mathematics majors must complete a specified core of courses in Mathematics, Economics, Business Administration, and Finance. The requirements begin with a sequence of calculus and linear algebra in Mathematics, topics in microeconomics and macroeconomics in Economics, introduction to business in Business Administration and financial accounting in Accounting, generally during their first two years. These courses provide the

foundation for upper level courses. To obtain a necessary background for actuarial science, majors take courses of mathematical probability and statistics sequence and differential equation/mathematical modeling in Mathematics, econometrics in Economics, finance in Business Administration, and financial modeling and investment analysis in Finance. A required Senior Capstone Seminar in Mathematics involves supervised independent study in actuarial science with written presentations and a final oral presentation.

Due to excessive overlaps in the requirements, students may not pursue dual majors in Mathematics and Actuarial Mathematics. Students who wish to pursue a 3-year degree program in the actuarial math major should consult the math department chair before the start of the first year.

Incoming students are administered an algebra placement test and, based on the results, are advised which mathematics courses would be most appropriate for their algebra backgrounds. Students who need a stronger background in algebra before they begin the calculus sequence may select pre-Calculus Mathematics (MATH 120). For students with exceptional mathematics backgrounds, advanced placement credit in calculus will be granted based on Advanced Placement Test scores. Advanced placement without credit also may be granted based on consultation with the department faculty.

### Actuarial Mathematics Major Requirements

Minimum of 16 courses distributed as follows:

<b>Eight courses in Mathematics</b>	<b>Three courses in Economics</b>	<b>Two courses in Business Administration</b>	<b>One course in Accounting</b>	<b>Two courses in Finance</b>
MATH 121 Single Variable Calculus	ECON 101 Topics in Microeconomics	BUSA 101 Introduction to Business	ACCO 101 Financial Accounting	FINA 325 Financial Modeling
MATH 233 Multivariable Calculus	ECON 102 Topics in Macroeconomics	BUSA 280 Finance		FINA 360 Investment Analysis
MATH 235 Advanced Single Variable Calculus	ECON 223 Econometrics			
MATH 220 Linear Algebra				
MATH 307 Mathematical Probability and Statistics I				
MATH 308 Mathematical Probability and Statistics II				
MATH 311 Differential Equations <b>OR</b> MATH 381 Mathematical Modeling				
MATH 490 Senior Capstone Seminar				

The major in Actuarial Mathematics is a condensed program. In order to ensure that all required courses are completed within four years, the following sequence is recommended:

Fall First Year	Spring First Year	Fall Second Year	Spring Second Year	Fall Third Year	Spring Third Year	Fall Fourth Year	Spring Fourth Year
MATH 121 Single Variable Calculus	MATH 235 Advanced Single Variable Calculus	MATH 220 Linear Algebra	MATH 233 Multivariable Calculus	MATH 307 Mathematical Probability and Statistics I	MATH 308 Mathematical Probability and Statistics II	FINA 360 Investment Analysis	MATH 491 Senior Capstone Seminar
BUSA 101 Introduction to Business	ACCO 101 Financial Accounting  BUSA 280 Finance	ECON 101 Topics in Microeconomics  FINA 325 Financial Modeling	ECON 102 Topics in Macroeconomics	ECON 223 Econometrics	MATH 311 Differential Equations <b>OR</b> MATH 381 Mathematical Modeling		

## **Anthropology**

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**Department Chair:** Jason Antrosio

**Faculty:** Connie Anderson; Namita Sugandhi; Michael Woost

### **Major**

Anthropology

### **Minor**

Anthropology

### **About**

Anthropology is devoted to the holistic study of humankind, understanding and explaining human beings in all of their diverse aspects at all times and places. Teasing out the origins of *Homo sapiens* from fossilized bones, discovering the common humanity among different cultures, exploring why contemporary peoples do what they do—all are part of this wide-ranging and fascinating field.

Anthropology at Hartwick addresses three major sub-areas: cultural anthropology, biological anthropology and archaeology. Cultural anthropologists explore the varying beliefs and practices of the world's societies, both non-Western and Western, in contemporary and historic times. Biological anthropologists investigate the interaction of culture and biology in the evolution of and current biological diversity within the human family and our nearest relatives. Archaeologists reconstruct the ways of life of past societies by excavating and interpreting their artifacts and other material remains. Anthropology bridges the natural sciences, the social sciences and the humanities.

The study of anthropology can broaden students' perspectives on and understanding of other people and cultures as well as their own. Courses in the discipline are valuable components of an education designed to prepare students for a future characterized by growing social and global interdependence.

Students majoring in anthropology take a core of preliminary courses followed by seminars that survey anthropology's historical and theoretical insights. Students may use electives to specialize in one of the three major sub-areas and in a particular culture area of the world (e.g. Africa, Latin America, South Asia). At the philosophical level, students develop awareness of the ethnocentrism implicit in Western ways of thinking as well as a sensitivity to the traditions of others. In addition, all students are encouraged to master practical anthropological skills in courses dealing directly with field, museum, lab, computer and other analytical methods.

The department offers a number of special opportunities: a field school in the archaeological excavation; off-campus programs in other countries; courses, training and exhibitions dealing with the many unique collections of artifacts found in The Yager Museum; and the Hardy Chair Lecture Program featuring world-renowned anthropologists. Students especially interested in museum work can complete Hartwick's Museum Studies minor in addition to the Anthropology major or minor.

Hartwick's anthropology graduates have successfully taken on a diverse range of career challenges from law and medical school, business, education, international relations and government service to archaeological excavation, public health careers, and

doctoral programs in anthropology. They have used their understanding of people and their similarities and differences to pursue careers in museums, community relations, journalism, human resources management and social services. Whatever their specific goals, anthropology students emerge with a conscious appreciation of and sensitivity to the critical issues of difference, diversity, and inequality.

### **Anthropology Courses**

**105 Introduction to Anthropology (4 credits)** An introduction to anthropology and the study of human culture. Basic concepts, aims and methods of biological, archaeological and cultural anthropology. Emphasis on the origins of humankind, the relationship of the human past to present and the comparative study of contemporary cultures. Required course for anthropology majors.

**181 Introduction to Forensic Osteology (3 credits)** Working in the Anthropology Laboratory of Hartwick's Yager Hall, students will receive a whole or partial skeleton which they will analyze and describe. They will learn what information can be gleaned from bones and study some important cases, including remains from Stonehenge, Inca tombs in the Andes, 1607 Jamestown, and other examples. We will discuss contentious issues in forensic osteology, and each student will share a presentation on an issue, method or discovery near the end of the semester. Evaluation will consist of regular quizzes dealing with the bones themselves, the description of their skeletons, the final presentation, and three essay exams combining casework and theory. (*EL, FYS*)

**223 Cultural Anthropology (3 credits)** The comparative study of cultures and societies. The nature of culture and its relation to society; patterns, similarities and differences found in material culture, language, kinship, economic, political and religious institutions of different peoples; and their interpretations. (*ILS*)  
*Prerequisite: ANTH 105*

**225 Fundamentals of Archaeology (3 credits)** The systematic study of the fundamental principles of method and theory in archaeology: establishing cultural chronologies, reconstructing extinct life ways and interpreting the archaeological record. General theory in archaeology. Contemporary archaeology.  
*Prerequisite: ANTH 105*

**235 Biological Anthropology (4 credits)** A review of current evolutionary theory as it applies to the fossil evidence of human evolution; human genetics and natural selection today; genetics and environmental factors in the origin of the human family; introduction to primate behavior and ecology. Lectures and laboratory. (*EL, QFR*)  
*Prerequisite: ANTH 105*

**237 Peoples and Cultures (of selected areas) (3-4 credits)** Survey of peoples and cultures of different regions of the world including Native North America, Mesoamerica, South America, Africa, the Middle East, and Asia. Specific emphases vary by instructor. May be taken more than once for credit.  
*Prerequisite: ANTH 105*

**239 Ancient Civilization and Empire (3 credits)** This class is an introduction to the rise and fall of early complex societies around the world. Throughout the semester we will survey the development of ancient states and empires in both the Old and New Worlds, and examine the archaeological evidence that is used to study these societies. From the rise of Ancient Egypt to the collapse of the Mayan civilization, we will examine questions such as the definition of states and civilizations as well as the reasons for their change over time.

**250 Topics in Anthropology (3-4 credits)** Special topics of current interest are considered in depth. Examples: Language and Culture; Political Anthropology; Anthropology of Development; Ethnic Conflict; Subcultures; Pop Archaeology; etc. More than one topics course may be taken for credit.

*Prerequisite: ANTH 105 or as specified*

**267 Anthropology of Resistance, Rebellion, and Civil War (3 credits)** This course examines the ways in which anthropologists have drawn on the writings of Marx and other critical theorists in their efforts to understand major social upheavals as well as resistance in everyday life. The course offers students the opportunity to learn about foundational theory in the discipline that goes beyond Introduction to Anthropology. It draws on both historical and contemporary ethnographic case studies (readings and film) of resistance, rebellion and civil war, from a range of geographical areas.

**305 Hunters and Gatherers (3 credits)** Comparative analysis of hunting and gathering societies in today's world as well as the prehistoric past. Emphasis on specific cultural groups and environments to demonstrate diversity and continuity; examination of such societies as exemplars of "human nature." (ILS)

*Prerequisite: ANTH 105*

**322 The Anthropology of War (4 credits)** Cross-cultural description of warfare and organized violence, and critical evaluation of explanations of the causes of war. Consequences of war for demography, biology and culture. Peaceful and violent means of conflict resolution. (ILS)

*Prerequisite: ANTH 105*

**335 Third World Studies (3-4 credits)** Studies of selected areas such as: Africa south of the Sahara, China, India, the Islamic world, Latin America, the Pacific and Southeast Asia. An examination of the pre-colonial kinship, economic, political and religious systems and related ecological and population patterns; the impact of European expansion upon them; the rise and fulfillment of independence movements; and contemporary political, economic, social, ecological and population patterns—all viewed in the perspective of the world as a system of interdependent societies and states. May be taken more than once for credit. (ILS)

*Prerequisite: ANTH 105*

**340 Primate Behavior and Ecology (4 credits)** Comparative analysis of non-human primates, and application to questions of human evolution and biological bases for human behavior. Primate taxonomy, evolution and ecology are studied for their relevance to primate behavior and adaptation. (ILS)

*Prerequisite: ANTH 105*

**341 Cultural Ecology (3 credits)** Analysis of the relationships between culture and environment: the ways in which populations adapt to and transform their environments; ways in which environments condition cultural development. (ILS)

*Prerequisite: ANTH 105*

**350 Topics in Anthropology (3-4 credits)** Special topics of current interest are considered in depth. Examples: Language and Culture; Political Anthropology; Anthropology of Development; Ethnic Conflict; Subcultures; Pop Archaeology; etc. More than one topics course may be taken for credit. (ILS)

**361 Medical Anthropology (3 credits)** Anthropological approach to the study of health problems. The use of clinical, ecological, and ethnographic material to study the causes and effects of disease on humans. The impact of population growth and migration; human contact through time and space on societies around the world. A bridge between the health sciences and anthropology. (ILS)

*Prerequisite: ANTH 105*

**367 Anthropology of Violence and State Terror (3 credits)** This course examines the "continuum of violence" that stretches from the intimate context of domestic violence, to the more obvious forms of state terror and genocide. Emphasis is given to: 1) the ways in which violence takes on meaning in everyday life; 2) the ways in which violence is supported and reproduced materially and ideologically by the state and its many agents, and by anti-state agents. These context of violence will be examined through case studies and analyses produced by anthropologists. The overall goal of the course is not simply to read through an inventory of violence, but to see how an understanding of the "continuum of violence" can provide tools for making a difference in the world. (ILS)

**381 Anthropological Forensics (3 credits)** This course is a bare-bones introduction to what we can learn from human bones. Students who hope to attend graduate school in forensic anthropology or who wish to take an intensive summer course can benefit from working with the bones, learning to identify them; they will learn how to identify age and sex, fractures and other injuries, diseases, etc. and how to estimate height in order to identify individuals and/or compile information about past populations.

**387 Ethnographic Methods (4 credits)** Problems, theories and techniques of anthropological fieldwork. Students conduct field studies in the local area. Methods of building rapport with subjects. Data collection, analysis and interpretation. Cross-cultural comparisons. Class presentations.

*Prerequisite: ANTH 105*

**388 History of Anthropological Thought (3 credits)** The history and integration of anthropological theory as social science. An introduction to anthropology’s great thinkers; major issues of 19th and 20th century thought. Required core course for anthropology majors. *(ILS)*  
*Prerequisites: ANTH 105*

**405 Capstone in Anthropological Issues (3 credits)** This course focuses on contemporary anthropological theory, seeking to introduce students to the process and emergence of anthropological discovery and debate. The emphasis is on process rather than content, with three primary features: (1) concentrating on anthropology that has been produced in the last decade; (2) relating student interests to this material through an independent research project or commentary; and (3) discussing materials that have been assembled by students, especially in the

latter portions of the course. It is assumed that students will already be familiar with the history of anthropological thought, as well as an understanding of the theories and methods from the major anthropological sub disciplines.  
*Prerequisites: Junior standing and at least 20 completed credits in Anthropology*

**421 Field Research in Archaeology (6 credits)** Excavation and analysis of archaeological materials. *(EL)*  
*Prerequisites: ANTH 105 AND ANTH 225*

**490 Senior Thesis in Anthropology (3 credits)** Student-initiated project of substantial scope done under faculty guidance. Integration of theory, method, and fact in cultural, biological or archaeological anthropology.  
*Prerequisite: Approval of Anthropology faculty supervisor*

**Anthropology Major Requirements**

Minimum 35 credit hours distributed as follows:

One preparatory course	Three subfield courses (minimum 3 credits each)	One geographic course of at least 3 credits such as:	Two courses in anthropological theory	Four additional anthropology courses with at least 2 courses at or above the 300 level (minimum 6 credits)
ANTH 105 Introduction to Anthropology	One course in Archaeology (i.e. ANTH 225 Fundamentals of Archaeology)	ANTH 237 Peoples and Cultures (topics vary)	ANTH 388 History of Anthropological Thought	
	One course in Biological Anthropology (i.e. ANTH 235 Biological Anthropology)	ANTH 239 Ancient Civilization	ANTH 405 Capstone in Anthropological Issues	
	One course in Cultural Anthropology such as: ANTH 223 Cultural Anthropology <b>OR</b> ANTH 387 Ethnographic Methods	ANTH 335 Third World Studies (topics vary)		

**Anthropology Minor Requirements**

Minimum of 20 credit hours distributed as follows:

One preparatory course	Two subfield courses (minimum 3 credits each)	One geographic course of at least 3 credits such as:	One course in anthropological theory	Two additional anthropology courses with at least 3 credits at or above the 300 level.
ANTH 105 Introduction to Anthropology	One course in Cultural Anthropology such as: ANTH 223 Cultural Anthropology <b>OR</b> ANTH 387 Ethnographic Methods	ANTH 237 Peoples and Cultures (topics vary)	ANTH 388 History of Anthropological Thought <b>OR</b> ANTH 405 Capstone in Anthropological Issues*	
	One course in Archaeology (i.e. ANTH 225 Fundamentals of Archaeology) <b>OR</b> One course in Biological Anthropology (i.e. ANTH 235 Biological Anthropology)	ANTH 239 Ancient Civilization		
		ANTH 335 Third World Studies (topics vary)		

## Art and Art History

**Department Chairs:** Stephanie Rozene (co-chair) and Joseph Von Stengel (co-chair)

**Faculty:** Elizabeth Ayer; Richard Barlow; Leah Frankel; Katharine Kreisher; Douglas Zullo  
**Adjunct Instructors:** Erik Halvorson, Kevin Gray, Normandy Alden, Luke Dougherty.

**Majors:**

Art  
 Art History

**Minors:**

Art  
 Art History

**About:**

Producing art as a means of personal expression enriches the life of every student, and every person.

Art challenges each of us to discover and invent ways to communicate ideas through visual forms. Art speaks to us about the past, helps us to confront the present, and prepare for the future. Art encourages us to understand and explore a vast range of traditional and non-traditional ideas, materials and forms.

Students may choose from two majors in Art or in Art History. Both of these programs culminate in a Bachelor of Arts degree. The department also offers minors in Art, Art History, Documentary Photography, and Graphic Communications.

The Major in Art Hartwick offers a unique opportunity for art majors: a comprehensive “art school” approach within a small liberal arts college. Whether you’re looking for a career as a maker, educator, gallery owner, auction consultant, arts administrator, curator, or artist, as a Hartwick art student you will get the hands-on experience you need to succeed.

**Foundations:** The Art Major includes 5 fundamentals courses totaling 12 credits and five courses in Art History totaling 15 credits. A unique Foundations year consists of taking 2D Design, Drawing I and one Art History Survey in the fall semester and 3D Design, Time and Virtual Space and a second Art History Survey course in the spring semester. All foundation courses in Art and Art History should be completed by the end of the Sophomore year.

**Additional Courses:** All art majors will also complete one concentration of 12 credits with one 200, 300, and 400 level course and one concentration of 8 credits with one 200 and 300 level course are required in any two of the following studio areas: ceramics, digital art and design, glass blowing, painting, printmaking, photography and sculpture. Students can pursue a secondary concentration in drawing.

**Art Reviews:** During the fall of the second year, declared Art majors are required to participate in the Sophomore Review, which helps them assess their individual progress and goals within the major. The foundation courses in Art must be completed successfully before the student majoring in Art may participate in the Junior Review, a two-week exhibition with group critique held in Foreman Gallery, Anderson Center for the Arts. Successful completion of the Junior Review and fall

enrollment in ART 411 Art Theory in Practice is required before an Art major may begin the Senior Project. ART 411 Art Theory and Practice and ART 490 Senior Project in Art are required. The senior project is to be an exhibition of original works, normally earning four credits. The exhibition is held in the Foreman Gallery at the end of the Spring Term senior year.

**The Major in Art History**

The major in Art History is designed for the student interested in researching and writing about the history of ideas through the study of works of art and their makers. This program includes three core Art History survey courses, normally taken in the first three terms. The surveys serve as the foundation for six additional Art History courses required for the major, which introduce the student to the discipline of Art History through an investigation of a variety of historical styles, techniques, and ideas. Art History majors also are required to take eight credits of Studio Art courses. This experiential learning enables the student to directly engage skills and concepts used by artists, and to understand how different materials and tools affect the creative process. Art History majors will also achieve reading competency in a foreign language. This is generally achieved through a two-course beginning language sequence (culture courses do not fulfill this requirement).

The required art history capstone comprises a Research and Methods course (taken in the Spring of the junior year) and the Senior Thesis (completed in the Fall of the senior year), and culminates in a symposium in which seniors present their research to the Art and Art History faculty.

The department also offers a varied schedule of art events, including visiting artist and art historian lectures, art films and art exhibitions, which are designed as part of the student’s education. Studio and Art History majors are required by department policy to attend out-of-class events sponsored by the department.

A number of special study opportunities offered by the department further enrich the art program at Hartwick. Individualized instruction in studio classes gives students the opportunity to work closely with professional artists. The full-time faculty is joined each semester by resident artists-specialists who teach courses in such areas as glassblowing and drawing—and by prestigious visiting artists who conduct occasional workshops or lectures. Past visiting artists have included Andy Warhol, Richard Artschwager, Nanette Carter, Steve Currie, Fred Escher, Robert Fichter, Denise Green, Maren Hassinger, Nancy Holt, Roxanne Jackson, Steve Linn, Martha Madigan, Duane Michals, Anne Elizabeth Moore, Olivia Parker, Sal Romano, Juan Sanchez, Paul Soldner, Kay Walking Stick, John Wood, Donna Dennis, Susan Unterberg, Michael Bramwell, Alvaro Garcia, Suzanne Bocanegra, Niki Berg, John Moore, Yong Soon Min, James Luna, Ik Jung Kang, Tom Nussbaum, and Sandy Skoglund.

Other special opportunities include department-sponsored study programs in Europe. In addition, students may do advanced work or independent study with a professional in a medium or area of

special interest. They also may intern with professional artists or art historians in a variety of fields including book illustration, advertising, photojournalism, gallery and museum management, and art history research. Students interested in curating exhibitions for museums or galleries are encouraged to gain experience through internships supervised by appropriate department faculty, or by taking museum studies courses offered through The Yager Museum of Art & Culture. Interested students

**Material Fee:** All studio art courses carry a 25\$ per credit hour materials fee. This fee is automatically applied to student accounts and offsets cost of materials and equipment used in the courses such as paint, clay, glass, software costs etc. By purchasing materials in bulk and tax free the department is able to reduce materials costs for students are encouraged to consider completing the interdisciplinary Museum Studies Minor.

### Art Courses

**113 Drawing 1 (2 credits)** Using black and white media as well as color media, students work on advanced skills and development of content in drawing during this seven-week course. Because the formal elements (line, shape, value, texture, color, etc.) are investigated more deeply, emphasis is placed upon the creative pursuit of compositional variety, visual cohesiveness, and the significant issues of content. Images and issues from a wide range of cultural, historical, and contemporary contexts are examined. Professional presentation of completed work is included. This is a core course offered for art majors. Those who declare later should take ART 113 as soon as possible in their academic career. Suitable for majors and non-majors (*EL*)

**115 2-Dimensional Design (2 credits)** Using black and white media as well as color paint, students explore basic concepts in 2D design during this seven-week course. The formal elements, their qualities and interactions (line, shape, value, texture, mass, color, pictorial space, etc.) are investigated in the creative pursuit of compositional variety, visual cohesiveness, and issues of meaningful content. Images and issues from a wide range of perceptual, cultural, historical, and contemporary contexts will be examined. Recommended for non-majors or those with little previous experience as well as those who declare the studio major after their first semester at Hartwick. Suitable for majors and non-majors (*EL*)

**116 Time & Virtual Space (2 credits)** This art fundamental explores how various art media utilize time and virtual space as a creative element. Students will learn bitmap and vector graphic programs, as well as how to present and promote their art and design online. The class will utilize free software like Time Lapse Assembler and Apps like Stopmotion to create a frame by frame animation. Image creation and manipulation will be explored through the use of Adobe Photoshop and Adobe Illustrator. Students will learn also learn about perspective and point of view. This is a core Art course. Art majors should take this course during their first year or immediately following the declaration of a studio art major or minor. Offered twice a year. Suitable for majors and non-majors (*EL*)

All majors in the department take courses in other disciplines as part of their liberal arts and sciences education. The background and experience gained by students of art and art history at Hartwick has enabled them to begin careers in a wide range of art-related fields. Others pursue graduate study at such institutions as Otis Art Institute, Columbia University, Rochester Institute of Technology, Syracuse University, Washington University, Pratt Institute, Rutgers University, Massachusetts College of Art, New York University, Hunter College, the University of Pittsburgh, American University, St. Andrew's University, State University of New York at Albany, Columbus College of Art and Design, Drexel University, and San Francisco College of the Arts.

Potential Art majors are not required to submit a portfolio for review. However, it is recommended.

**165 3-Dimensional Design (2 credits)** In this course, students investigate basic three-dimensional design components such as line, color, mass, form, structure, and surface. Students experience the design process through the synthesis of drawing and fabrication of three-dimensional forms using paper, wood, plaster and mixed media. Participants learn to use hand tools and power equipment in the execution of the projects. This is a core course. Art majors should take this course during their first year or immediately following the declaration of a studio art major or minor. Suitable for majors and non-majors. (*EL*)

**180 Drawing and 2D Design (4 credits)** A multidisciplinary approach is taken as students learn the basic design elements and principles common to all two-dimensional art, while also developing many basic drawing skills. The elements and principles will be explored through reading, lecture, discussion and exercises; this design vocabulary will be put to use in discussion, critique, and written assignments. By integrating these concepts into drawing projects students will learn to put the theory into practice. Students will explore the possibilities of drawing materials by making compositions from observation and from the imagination. They will learn to render basic formal elements (line, shape, value, color, texture, mass, color) as they investigate perspective, composition, and pictorial space. This course fulfills the ART 113 & 115 prerequisites for further study in the Art Department. Offered yearly. Suitable for majors and non-majors (*EL*)

**212 Drawing: The Figure (4 credits)** Drawing from the human form, students interpret the structure, anatomy, movement, mass, volume, and weight of the human figure in various two-dimensional media, emphasizing expressive and design elements. This course is an alternative core requirement for studio art majors. Offered in J Term. (*EL*)

*Prerequisite: ART 113 AND ART 115 OR ART 180*

**213 Introduction to Digital Media (4 credits)** An introductory course in digital media, this class introduces the three main aspects found within digital media; graphic design, video/animation and 3D Design. During the term we will

investigate image, video and web applications such as Adobe Photoshop, Adobe Premiere, and 3D Design software. The class will consider digital media's effect on society through appropriation, the loop, remixing, big data, truth vs. perception and virtual memory, as well as other contemporary and traditional ideas that apply to the sphere of digital media. Central to these issues, and the focal point of this course, is the impact of digital media on American culture. Digital images, video and the web are important devices for communication across all disciplines. The information obtained in this course will be invaluable for anyone who wishes to present information through digital formats. Offered yearly. Suitable for majors and non-majors (EL)

**216 Introduction to Graphic Design (4 credits)** An introductory course in digital media with an emphasis on graphic design and the manipulated image. Visual issues covered in assignments will include layout and design, typography, composition, subject matter, and context. Theoretical discussion will consider truth vs. perception, individual vs. corporate view, the creation of reality, and copyright issues. Students will explore how design and imagery are created, reasons for their creation, and the functions they serve. Students will appropriate, capture and create images through digital processes involving the use of smartphones and Adobe Photoshop. Marketing and design principles will be discussed. Suitable for majors and non-majors (EL)

**217 Drawing/Works on Paper (4 credits)** Students explore a variety of media, scale, and more advanced concepts in works on/with paper. Each time the class is taught it will be based on a different theme. The course focuses on investigations into contemporary issues, and includes both observational and conceptual projects, with a goal of developing stronger and more personal visual statements. This course is an alternative core requirement for studio art majors, and can be taken at the 300-level with permission of instructor to fulfill intermediate level in drawing sequence for students concentrating in drawing. Offered alternate years. (EL)

*Prerequisite: ART 113 AND ART 115 OR ART 180*

**221 Introduction to Painting: Acrylics (4 credits)** This course examines the fundamentals of painting as a language, utilizing a range of acrylic media, techniques and surfaces. Students will deepen their understanding of color while exploring various approaches to painting. Assignments will be based on observational and conceptual approaches, culminating in a self-directed final project. This course is designed to create a strong foundation for further painting study. Offered yearly. Suitable for majors and non-majors (EL)

**231 Introduction to Printmaking: Relief (2 credits)** Students learn processes associated with relief printmaking (such as linoleum cut, woodcut, letterpress and collagraph) in this seven-week course, which runs during the first half of the term. Editions (limited series of identical prints on paper) are required. Papermaking and book arts may be included. There is no

prerequisite but drawing or design experience is strongly encouraged. Suitable for majors and non-majors (EL)

**233 Introduction to Printmaking: Intaglio (2 credits)** Students learn Intaglio printmaking processes (such as drypoint, etching and photo-polymer gravure) in this seven-week course which runs during the second half of the term. Monoprinting, papermaking and book art projects may be included. There is no prerequisite but drawing or design experience is strongly encouraged. Suitable for majors and non-majors (EL)

**234 Introduction to Printmaking: Lithography (2 credits)** Students learn the lithographic process (Lithography stones and plates) in this seven-week course, which runs during the first half of the term. Editions (limited series of identical prints on paper) are required. Drawing or design experience is strongly encouraged. Suitable for majors and non-majors. (EL)

**235 Introduction to Printmaking: Silkscreen (2 credits)** Students learn the Screen printing process in this seven-week course, which runs during the second part of the term. Editions (limited series of identical prints on paper) are required. Drawing or design experience is strongly encouraged. Suitable for majors and non-majors (EL)

**241 Introduction to Photography (4 credits)** Students learn the fundamentals of camera handling, film development, and black and white printing in the traditional wet darkroom. Additionally, digital point-and-shoot cameras and/or cell phone cameras will be used for certain assignments. In the digital darkroom, students will print from digital files and also scan prints and present online portfolios utilizing Social Media websites. The emphasis of the course is on decision-making. Students solve "picture problems" and explore unique ways to "write with light." Assignments lead students through a "hands-on" history of photography while they develop their own image ideas. The class explores camera obscura and handmade pinhole cameras that leads to film cameras and eventually to digital cameras. For majors and non-majors. Cameras are provided. Offered yearly. Suitable for majors and non-majors. (EL)

**243 Introduction to Digital Photography (4 credits)** Students learn the fundamentals of the Digital Single Lens Reflex camera, image capture and the Lightroom/Photoshop software. A series of assignments will lead students to develop a portfolio of color photographic images. For art majors, documentary photography minors and non-majors. Offered yearly. (EL)

**250 Topics in Art (3-4 credits)** The topic is announced prior to registration. Previous topics have included "History of the Print," "Commercial Photography." Offered occasionally. See course schedule for current offerings.

*Prerequisites: depends on the topic.*

**277 Introduction to Hot Glass Casting (4 Credits)** This course focuses on the introduction of glass as a material for artistic expression, as well as elementary technical skills for working with various methods of kiln worked glass and hot cast glass.

Students will be introduced to the basics of these processes, the history of glass, and other processes used in glass making. Aesthetic and conceptual concepts associated with object making will be presented and discussed. Students will explore the properties of glass to develop an understanding and discover the possibilities of personal expression through the medium of glass. Offered in J-term. Suitable for majors and non-majors (EL)

**262 Introduction to Sculpture (4 credits)** The course teaches basic skills in sculptural processes and introduces students to the language and concepts associated with sculpture. Students make sculptures using the following processes: modeling (clay, wax, and plaster), carving, mold-making, metal fabrication and lost wax bronze casting. Offered yearly. Suitable for non-majors. (EL)

**271 Introduction to Ceramics: Hand Building (4 credits)** This course introduces students to hand building techniques used in forming clay and its various applications (including wedging, slab building, coil building, carving, etc.). Students will explore both sculptural and functional approaches to hand building and learn to mix clay and glazes, load and fire kilns, and basic glaze and slip application. They will also begin to develop a historical and contemporary knowledge of the field of ceramics. Offered yearly Suitable for non-majors. (EL)

**272 Introduction to Ceramics: Dinnerware (4 credits)** Functional ceramics are often taken for granted. We use them every day, without reflecting on their origins, how they are made, or the culture that surrounds them. In this course students will explore objects for the table and their ability to communicate meaning we will work together with local chefs and restaurants to produce dinnerware for a charity dinner. Students will learn through demonstrations, slide lectures, articles and films about techniques, historic and contemporary dinnerware, as well as the history of the American food revolution and the relationship of chefs to artists. Offered alternate years. Suitable for non-majors. (EL)

**273 Ceramics Raw Materials (4 credits)** (Cross-listed as GEOL 273) This is a cross-disciplinary course investigating ceramics and its geological origins. It explores the geology of clay and glaze chemistry as it applies to ceramic art. Art and Geology students are paired together to work through labs and solve studio problems using a scientific approach to problem-solving. Through field work students will have the opportunity to collect samples of local materials to create their own clay and glaze. Offered every other third fall semester. Suitable for non-majors. (EL)

**276 Introduction to Glass (4 credits)** This course focuses on the introduction of glass as a material for artistic expression, as well as elementary technical skills for working with hot glass. Students will be introduced to the basics of glass blowing, sandblasting on glass, the history of glass, and other processes used in glass making. Aesthetic and conceptual concepts associated with object-making will be presented and discussed. Offered yearly. Suitable for non-majors. (EL)  
*Prerequisite: permission of instructor required.*

**316 Intermediate DA&D: Interactive Media (4 credits)** This course emphasizes interface design and artistic approaches to interactive media. Students will consider interactivity as a medium for expression, communication and as a space for conceptual works and creative inquiry. Interactive artworks will be created using hardware, software, the internet and other technologies as a medium for artistic production. Students will be encouraged through projects that stimulate individual interests. Students will investigate the potential for artistic experimentation through the consideration, use and design of Blogs, Web pages, RSS feeds, Web Apps, and commercially oriented sites. Software covered includes Adobe Dreamweaver and Adobe Animate. This class culminates with a portfolio-worthy showcase of students' work through an allocated online exhibition space. May be repeated for additional credit, addressing additional interactive media. Offered alternate years. (EL)

*Prerequisite: ART 213*

**317 Intermediate DA&D: Film & Video (4 credits)** This class explores film and video production through the study of contemporary films, and the creation of multiple short video projects with all student participating in the creation of a short film during the second half of the class. Filming and editing techniques are covered as well as training in the use of professional video editing software. Software used includes Adobe Premiere, Adobe Photoshop, Audacity, and QuickTime. This course is extremely useful and strongly recommended for students interested in filmmaking, video art, TV production, webcasting and installation art. May be repeated for additional credit, addressing additional time based media. Offered alternate years. (EL)

*Prerequisite: ART 213*

**318 Intermediate DA&D: Graphic Design (4 credits)** An intermediate course in digital media with an emphasis on graphic design and the manipulated image. Visual issues covered in assignments will include layout and design, typography, composition, subject matter, and context. Theoretical discussion will consider truth vs. perception, individual vs. corporate view, the creation of reality, and copyright issues. Students will explore how design and imagery are created, reasons for their creation, and the functions they serve. Students will appropriate, capture and create images through digital processes involving the use of smartphones and Adobe Photoshop. Marketing and design principles will be discussed. May be repeated for additional credit. Offered alternate years. (EL)

*Prerequisite: ART 213 OR ART 216*

**321 Intermediate Painting (4 credits)** The goal of this course is build students' technical and conceptual skills in painting. Students continue to develop skills learned in ART 221 and/or ART 222. Each assignment will have a conceptual framework exploring different uses of painting media and conceptual approaches. Assignments will be designed to challenge students' assumptions about art-making, and personal expression. These challenges will in turn lead to deeper and more engaged personal work. Offered yearly. (EL)

*Prerequisite: ART 221 OR ART 222*

**341 Intermediate Photography: Black & White Photography (2 credits)** In this half-semester course students expand their understanding of traditional photographic processes and also learn digital means that assist to renew traditional fine arts methods. Skills may include archival fiber-based printing, large scale printing, and using larger format cameras and sheet film. Students will learn to scan negatives and prints to make high resolution digital files for projects such as artists' books and websites. Lab fee plus cost of materials. Offered yearly. (EL)

*Prerequisites: ART 113 OR ART 115 OR ART 116 OR ART 180 AND ART 241.*

**342 Intermediate Photography: Manipulated Photo (2 credits)** In this half-semester course students explore traditional and digital methods for creating "manipulated images," such as painted photographs or photo-collage or photo-printmaking processes like solar prints. Scanning "old" negatives for reprinting, making digital negatives for contact printing and other technical options are also available to assist students develop a personal artistic vision. Lab fee plus cost of materials. Offered yearly. (EL)

*Prerequisites: ART 113 OR ART 115 OR ART 116 OR ART 180 AND ART 241.*

**343 Intro to Digital Photography (4 credits)** Students learn the fundamentals of the Digital Single Lens Reflex camera, image capture and the Light room/Photoshop software. A series of assignments will lead students to develop a portfolio of color photographic images. For art majors, documentary photography minors and non-majors. Offered yearly. (EL)

*Prerequisite: ART 241 is recommended but not required.*

**344 Intermediate Photojournalism (4 credits)** An investigation of the practice of modern digital photojournalism, this course emphasizes the techniques necessary for visual storytelling, including artistic skills (composition, lighting, narrative) and technical skills (camera use, timing, software). In weekly assignments covering spot news, general news, features, sports, portraits, photo illustration and the photo essay, students will practice all stages of photo reportage: story planning, shooting, editing and digital imaging. Students provide their own digital SLR (35mm) cameras. A telephoto lens, wide angle lens and separate flash are recommended but not required. Software: Adobe Lightroom and Photoshop. Offered alternate years. (EL)

**350 Topics in Art (3-4 credits)** The topic is announced prior to registration. Please see course schedule for current offerings. Prerequisites: depend on the topic. Permission of instructor required for enrollment.

**361 Intermediate Sculpture (4 credits)** Students continue to explore basic sculptural methods. Emphasis is placed on realizing sound three-dimensional concepts, experimenting with diverse materials and improving skills. Traditional and contemporary sculptural concepts involving construction, mixed media and environmental works are presented. Students are encouraged to manipulate various materials such as wood, metal, plaster, clay, fiber, etc. (EL)

*Prerequisite: ART 165 AND ART 262*

**371 Intermediate Ceramics: Wheel Throwing (4 credits)** This course is an introduction to the process and skills of wheel throwing and its various applications (including wedging, centering, throwing, and trimming) and will build upon the knowledge gained in ART 271. By exploring the wheel as a tool, students will create work in a variety of contexts both sculptural and functional while expanding their knowledge of clay, glazes, and firing techniques. Additionally, students will continue to develop their historical and contemporary knowledge of the field of ceramics. Offered yearly. (EL)

*Prerequisite: ART 271*

**372 Intermediate Ceramics: Dinnerware (4 credits)** Functional ceramics are often taken for granted. We use them every day, without reflecting on their origins, how they are made, or the culture that surrounds them. In this course students will explore objects for the table and their ability to communicate meaning we will work together with local chefs and restaurants to produce dinnerware for a charity dinner. Students will learn through demonstrations, slide lectures, articles and films about techniques, historic and contemporary dinnerware, as well as the history of the American food revolution and the relationship of chefs to artists. Offered alternate years. (EL)

*Prerequisite: ART 272 OR ART 271*

**376 Intermediate Glass (4 credits)** Students continue to explore glass-making possibilities with the introduction of more advanced glass-making techniques. Emphasis is placed on refining form and simplifying ideas to fully understand and clarify concepts. Students will be encouraged to continue to develop personal expression. They will also be required to demonstrate an understanding of more advanced skills and procedure as well as to monitor and assist with equipment and studio maintenance. Offered yearly. (EL) *Prerequisites: ART 276 AND permission of instructor.*

**401 Advanced Digital Art & Design Studio (4 credits)** Digital Art & Design Studio is an advanced-level class that contains both a studio and teaching component. The studio aspect allows for investigation and creation of intensive student driven projects. The second component of the class has students participating as Teaching Assistants for ART 213, Intro to Digital Media. Advanced students will help introductory students during studio time and will participate in critiques of introductory students' projects. Introductory students will experience and participate in critiques of advanced student's projects. This class is limited to 3 students. Offered yearly. (EL)

*Prerequisites: ART 116 AND ART 213 AND permission of the instructor.*

**411 Art Theory & Practice (2 credits)** Art Theory & Practice is centered on preparing art seniors for the senior art show and navigating the art world after graduation. Topics covered include writing artist statements, cover letters and CVs, and using these for grant applications, gallery proposals, applying for grad school and job positions. Students will learn to put together a professional portfolio, and how to use the internet to display and

promote their art. We also cover selling art, pricing freelance and design jobs. Offered fall semester only. (EL)

*Prerequisite: successful completion of the Junior Art Review AND permission of the instructor.*

**421 Advanced Painting (4 credits)** Students work toward evolving personal, individual approaches to painting on an advanced level. Instruction is strongly individualized, with students creating a unified body of work over the course of the semester. Philosophical and theoretical issues about painting are addressed through discussion and critique. This course may be repeated twice. Offered yearly. (EL)

*Prerequisite: ART 321*

**431 Advanced Printmaking (4 credits)** Each participant selects one of the major printmaking methods as a means to create images. Instruction emphasizes individual concerns. Students are expected to produce portfolios, which demonstrate advanced levels of both technical and aesthetic expertise. This course may be repeated twice. (EL)

*Prerequisites: ART 113 AND ART 115 OR ART 180 AND ART 231 OR ART 331.*

**441 Advanced Photography: Portfolio (4 credits)** In this advanced full semester course, each student explores a unified personal vision by proposing and completing a thematic project that culminates in an exhibition quality portfolio. ART 441 can be repeated for credit twice. (Note: generally offered fall term) (EL)

*Prerequisite: two of the following three intermediate photo courses, ART 341, ART 342 OR ART 343.*

**450 Topics in Art (3-4 credits)** The topic of this advanced seminar is announced prior to registration. Please see course schedule for current offerings.

*Prerequisites: depend on topic. Permission of instructor required*

**461 Advanced Sculpture (4 credits)** The course is designed to broaden the advanced art students' knowledge of three-dimensional aesthetic concepts, materials and techniques. Students concentrate on refining individual attitudes through involvement with sculptural form and process. In class, students explore current issues and trends through art periodicals and field trips. Completed projects are expected to exhibit high-quality workmanship and profound treatment of aesthetic issues. This course may be repeated twice. Offered yearly. (EL)

*Prerequisite: ART 361*

**471 Advanced Ceramics (4 credits)** Students will begin to develop their own language as artists by creating four bodies of work over the course of the semester. Students will choose to work functionally or sculpturally to further develop their skill. Studio work will be complemented by development of an artist's statement and a digital portfolio of work. This course may be repeated twice. Offered yearly. (EL)

*Prerequisites: ART 165 AND ART 371 OR ART 373*

**476 Advanced Glass (4 credits)** Students explore glass as a medium on its own as well as in sculptural combinations at an

advanced level. Emphasis is placed on developing personal artistic expression. Students should assist with equipment and studio maintenance. This course may be repeated twice. (EL)

*Prerequisites: ART 376 AND permission of instructor.*

**490 Senior Project in Art: The Senior Project (4 credits)** required of all studio art majors, represents a culmination of the student's studies. A proposal conceived and written in consultation with the student's academic and project advisor(s), will be reviewed by the department faculty each fall. An exhibition of the completed studio work is presented in the late spring at the Senior Show Exhibition in Foreman Gallery. Questions about developing a Senior Project should be directed to the student's advisor. Offered spring only. (EL)

*Prerequisite: successful completion of Junior Review.*

**495 Senior Internship in Art (3-4 credits)** An internship in an art-related field. The student should arrange to do this internship with the appropriate faculty supervisor. (EL)

### Art History Courses

**102 Global Art Prehistory-800 CE (3 credits)** This course surveys the major artistic developments prehistory through the 10<sup>th</sup> century in Europe, Asia, Africa, and the Americas. The purpose of the course is to foster an understanding of the relationship between works of art and the historical, political, religious, and philosophical context of the societies that produced and made use of them, to explore human cultural diversity, and to build the fundamental skills of visual analysis and the critical concepts and vocabulary necessary for discussing works of art verbally and in writing. Offered every semester.

**103 Global Art 800-1750 CE (3 credits)** This course surveys the major artistic developments from the 10<sup>th</sup> through 17<sup>th</sup> centuries in Europe, Asia, Africa, and the Americas. The purpose of the course is to foster an understanding of the relationship between works of art and the historical, political, religious, and philosophical context of the societies that produced and made use of them, to explore human cultural diversity, and to build the fundamental skills of visual analysis and the critical concepts and vocabulary necessary for discussing works of art verbally and in writing. Offered every semester.

**104 Global Art 1750-Present (3 credits)** This course surveys the major artistic developments from the 18<sup>th</sup> century to the present day in Europe, Asia, Africa, Australia, and the Americas. The purpose of the course is to foster an understanding of the relationship between works of art and the historical, political, religious, and philosophical context of the societies that produced and made use of them, to explore human cultural diversity, and to build the fundamental skills of visual analysis and the critical concepts and vocabulary necessary for discussing works of art verbally and in writing. No prerequisites. Offered every semester.

**206 History of Chinese Imperial Art (3 credits)** This lecture course is an introduction to the arts and culture of Imperial China from the Shang through the Qing dynasties. Special attention will

be paid to the place of the arts (architecture, sculpture, calligraphy, painting, ceramics, bronzes, jades and other decorative arts) in Chinese society and, whenever possible, to the artists themselves. The arts will be examined in the context of Chinese history which will comprise a portion of the course. No prerequisites. Offered every other year.

**207 History of Photography (3 credits)** This course explores the history of the use of photographic images in cultures around the world from the invention of the medium in the 1820s through the present day. We will examine the relationship between photographs and the historical, political, religious, and philosophical context of the cultures that produced them and how they communicate in ways that are unique to photography.

**220 Art & Architecture of Italy Prep Course (2 credits)** This course is designed to prepare students for their experiences in Art & Architecture of Italy (ARTH 307) during the following J Term. The content of this Fall course will include art historical background, some basic language preparation, journal/reflective writing, travel tips, safety issues, and other information necessary for a fuller understanding of Italian culture. Students will also begin researching the topic on which they will present in Italy in January. Offered every other year.

*Prerequisite: permission of instructor to enroll is contingent upon the student's acceptance into the J Term Off-campus program.*

**250 Topics in Art History (3-4 credits)** The topic is announced prior to registration. Previous topics have included "History of the Print," "Commercial Photography," and "20th Century Black Art and Visual Culture."

**280 Buddhist Art (3 credits)** This course is an intermediate-level introduction to the art of Buddhism from the religion's inception in the 6th century BCE through the present day. The emphasis is on the painting, sculpture, and sacred architecture of India, China, Japan, Southeast Asia, Indonesia, the Himalayas, and beyond. New trends and scholarship will allow for variation from semester to semester. Required textbooks will be supplemented with readings of Buddhist scriptures and current articles. Offered every other year.

**301 Greek & Roman Art History (3 credits)** The study of ancient art begins with Bronze Age civilizations from around the Aegean Sea and continues to the age of Constantine, around C.E. 315. Course content includes architecture, painting, sculpture, ceramics and minor arts, all studied in relation to the philosophies and histories of the civilizations that produced them. Offered every other year.

**302 Medieval Art History (3 credits)** The course assesses iconographic and stylistic developments in Christian art from the Late Antique/Early Christian period through Romanesque and Gothic. Monuments from Western Europe as well as Byzantine and Islamic art forms will be examined. Documenting changes in architectural principles, in elaborate pictorial programs and in preferences for certain media serves as evidence for

understanding the particular circumstances surrounding the execution of the works. Offered alternate years. *(ILS)*

**303 Italian Renaissance Art History (3 credits)** The study of Renaissance art in Italy includes the Proto-Renaissance of Tuscany, the early Renaissance in Florence, and the arts of the High Renaissance in Rome and Northern Italy. Course content includes works by Giotto, Brunelleschi, Leonardo da Vinci, Michelangelo and Titian. Their art, and others, will be explored in the context of concurrent social, religious, and artistic developments. Offered alternate years. *(ILS)*

*Prerequisite: ARTH 103*

**304 Baroque Art History (3 credits)** This course explores concepts of the baroque in its broadest sense through the investigation of recurring ideas, themes and media. Major 17th and 18th century artists such as Bernini, Caravaggio, Rembrandt, Rubens, Poussin, Velasquez, Vermeer, and Watteau are included in the course content. Works of art of astonishing variety document not only contemporary artistic trends but also advances in philosophy, science, economics and the development of the modern state. Offered alternate years. *(ILS)*

**306 20th Century Art History (3 credits)** This course explores the major developments in art around the world from 1900-1999 within their historical, political, and cultural contexts. Readings will be drawn mostly from primary sources written by artists and supplemented with new exhibition catalogue essays, articles, and critical reviews from newspapers and major art journals. Offered every other year. *(ILS)*

*Prerequisite: ARTH 104*

**307 Art and Architecture of Italy (4 credits)** This off-campus J Term course is conducted primarily in Rome, Florence, and Venice which will allow students to experience the artworks and monuments of ancient, Renaissance, Baroque, and modern Rome, Florence, and Venice as well as medieval and Renaissance Orvieto. The trip will give students a more intimate understanding of both the monuments and the culture that produced them. Issues of iconography, politics, religion, scale, placement, and interactions between monuments will be highlighted. Students will be responsible for providing much of this information as they research their topics and historical figures and discuss them in meetings and on site. Students will also be expected to reflect on their experiences with the cultural differences they encounter in contemporary Italy. Offered every other year.

*Prerequisite: ARTH 220*

**308 21st Century Art (3 credits)** In this course, students will examine the major developments in art around the world from 2000 through the present day. We will examine artworks within their cultural contexts as well as how artists have redefined art and its role in communicating social and political issues. Readings will be drawn mostly from primary sources written by artists and supplemented with new exhibition catalogue essays, articles, and critical reviews from newspapers and major art journals. Offered every other year.

*Prerequisite: ARTH 104*

**350 Topics in Art History (3-4 credits)** The topic is announced prior to registration. Please see schedule for current offerings. Offered occasionally.  
*Prerequisites: depend on the topic. Permission of instructor required.*

**401 Northern Renaissance Art History (3 credits)** The art of the 15th and 16th centuries in the Netherlands and Germany represents a transitional period between the Middle Ages and the Baroque. The course traces shifts in patronage and the status of the artist, along with new developments in media (oil painting, graphics). From van Eyck to Bruegel, differing artistic expressions reflect the move to the modern world. Offered alternate years. (ILS)  
*Prerequisite: ARTH 103 AND one other upper level art history course.*

**403 19th Century Art (3 credits)** In this course, students will examine the major figures and movements of 19th century art in Europe and the United States. Our focus will be on developing the skills of seeing and analyzing works of art and placing them within their historical and cultural contexts. The sweeping changes this period saw in politics, philosophy, technology, and social reform make the nineteenth century a particularly rich period in which to explore artistic reactions to turmoil and cultural interchange. Offered every other year. (ILS)  
*Prerequisites: ARTH 104 AND one other upper-level art history course.*

**450 Topics in Art History (3-4 credits)** The topic of this advanced seminar is announced prior to registration. Please see course schedule for current offerings.  
*Prerequisites: depend on topic. Permission of instructor required.*

**487 Art History Research and Methods (3 credits)** The art history capstone consists of two courses: A research and methods course taken during the spring of the junior year and the Senior Thesis completed and presented during the fall of the senior year. Art History Research and Methods is designed to improve the Art History major’s critical, analytical, writing, and research skills. Throughout the course, students will discuss readings on the history and various methods of doing and writing art history, including current trends and controversies. Students also will formulate a topic, amass a bibliography, create an outline, and plan a method for researching and writing their senior theses. Students will make regular presentations on the progress of their theses in class. This course is mandatory for all Art History majors during the spring of their junior year and is the prerequisite for ARTH 490.  
*Prerequisites: ARTH 102, ARTH 103, ARTH 104, AND permission of the instructor.*

**490 Art History Senior Thesis (3 credits)** Required for all majors during the fall of their senior year, the Senior Thesis is the capstone art history project combining demonstrable knowledge in the history of the field and its methods, original and critical thought, extensive research, and advanced writing. The semester culminates in the completion of the written thesis and its presentation at a mini- symposium to the art and art history faculty and students. Offered yearly.  
*Prerequisite: ARTH 487*

**495 Senior Internship in Art History (3-4 credits)** This is an internship in an art history related field. The student should arrange to do this internship with the appropriate faculty supervisor. Offered yearly.

**Art Major Requirements**

Minimum of 51 credits, distributed as follows, including Sophomore Review (not a course, but an assessment) and Junior Review (not a course, but an assessment), and Senior Show (not a course, but an assessment)

Five fundamental courses in Art	Three core courses in Art History (to be taken in the first two years)	Two courses in Art History above the 100 level	Concentrations in two of the following studio areas	Senior Requirements
ART-113 Drawing I <b>AND</b> ART-115 2-D Design <b>OR</b> ART-180 Drawing and 2-D Design	ARTH-102 Global Art Prehistory-800 CE	Including ARTH-306 20th Century Art History <b>OR</b> ARTH-308 21st Century Art	One 8 credit concentration of courses taken at 200- and 300-level	ART 411 Art Theory and Practice
ART-116 Time & Virtual Space	ARTH-103 Global Art 800-1750 CE		One 12 credit concentration of courses at the 200-, 300-, 400-level	ART 490 Senior Project in Art
ART-165 3-Dimensional Design	ARTH-104 Global Art 1750-Present			

ART-212 Drawing: The Figure <b>OR</b> ART-217 Drawing/Works on Paper				
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*Ceramics*

ART 271 Introduction to Ceramics: Handbuilding  
 ART 272 Introduction to Ceramics: Dinnerware  
 ART 250 TIA Ceramics: Handbuilding: Ceramics Heads  
 ART 371 Intermediate Ceramics: Wheel Throwing  
 ART 372 Intermediate Ceramics: Dinnerware  
 ART 471 Advanced Ceramics I/II

*Digital Art and Design*

ART 213 Introduction to Digital Media  
 ART 216 Introduction to Graphic Design  
 ART 250 TIA Table Top Game Design  
 ART 316 Intermediate DA&D: Interactive Media  
 ART 317 Intermediate DA&D: Film & Video  
 ART 401 Advanced Digital Art & Design Studio

*Glassblowing*

ART 276 Introduction to Glass  
 ART 277 Introduction to Hot Glass  
 ART 376 Intermediate Glass  
 ART 476 Advanced Glass

*Painting*

ART 221 Introduction to Painting: Acrylics  
 ART 321 Intermediate Painting  
 ART 421 Advanced Painting

*Photography*

ART 241 Introduction to Photography  
 ART 250 Women in Photography  
 ART 341 Intermediate Photography: Black & White Photography  
 ART 342 Intermediate Photography: Manipulated Photo  
 ART 343 Introduction to Digital Photography  
 ART 344 Intermediate Photojournalism  
 ART 441 Advanced Photography: Portfolio

*Printmaking*

ART 231 Introduction to Printmaking: Relief  
 ART 233 Introduction to Printmaking: Intaglio  
 ART 234 Introduction to Printmaking: Lithography  
 ART 235 Introduction to Printmaking: Silkscreen  
 ART 250 TIA Photo/Printmaking  
 ART 431 Advanced Printmaking

*Sculpture*

ART 262 Introduction to Sculpture  
 ART 250 Figure Sculpture  
 ART 250 TIA Sculpture in the Everyday  
 ART 250 TIA Introduction to Installation  
 ART 361 Intermediate Sculpture  
 ART 461 Advanced Sculpture

**Studio Art Plan**

<b>First Year</b>			<b>Second Year</b>		
<i>Fall</i>	<i>Jterm</i>	<i>Spring</i>	<i>Fall</i>	<i>Jterm</i>	<i>Spring</i>
ART 180 Drawing and 2-D Design <b>AND</b> ARTH 102 Global Art History Prehistory-800 CE <b>OR</b> ARTH 103 Global Art History 800-1750 CE <b>OR</b> ARTH 104 Global Art History 1750-Present	ART 212 Drawing: The Figure (if offered)	ART-165 3D Design <b>AND</b> ART 116 Time and Virtual Space <b>AND</b> ARTH 102 Global Art History Prehistory-800 CE <b>OR</b> ARTH 103 Global Art History 800-1750 CE <b>OR</b> ARTH 104 Global Art History 1750-Present	200-level Studio Course <b>AND</b> ARTH 102 Global Art History Prehistory-800 CE <b>OR</b> ARTH 103 Global Art History 800-1750 CE <b>OR</b> ARTH 104 Global Art History 1750-Present	Open	ART 217 Drawing/Works on Paper (if offered; if ART-212 was taken, this course is not necessary) <b>AND</b> 200-level Studio Course
<b>Third Year</b>			<b>Fourth Year</b>		
<i>Fall</i>	<i>Jterm</i>	<i>Spring</i>	<i>Fall</i>	<i>Jterm</i>	<i>Spring</i>
One 300-level Studio Course <b>AND</b> One Upper Level Art History Course	Open	One 300-level Studio Course <b>AND</b> ARTH-306 20th Century Art History <b>OR</b> ARTH-308 21st Century Art <b>AND</b> Complete Junior Review	ART 411 Art Theory and Practice <b>AND</b> One 400-level Studio Class	Open	ART 490 Senior Thesis in ART <b>AND</b> Senior Project in Art Exhibition

### Art History Major Requirements

Minimum 41 credits distributed as follows

Three core courses (taken first year)	Eight credits in Art from:	Two courses from:	Two courses from:	Two additional Art History courses*	Senior requirements
ARTH 102 Global Art History Prehistory-800 CE	ART 113 Drawing I	ARTH 301 Greek & Roman Art History	ARTH 207 History of Photography	One must be at the 400-level (unless already completed, in which case, any level above 100 is acceptable)	ARTH 487 Art History Research and Methods (taken Spring term of junior year)
ARTH 103 Global Art History 800- 1750 CE	ART 116 Time & Virtual Space	ARTH 302 Medieval Art History	ARTH 304 Baroque Art History		ARTH 490 Art History Senior Thesis (taken Fall term of senior year)
ARTH 104 Global Art History 1750- Present	ART 115 2D Design	ARTH 303 Italian Renaissance Art History	ARTH 306 20th Century Art History		
	ART 165 3D Design	ARTH 401 Northern Renaissance Art History	ARTH 308 21st Century Art		
	ART 271 Introduction to Ceramics: Hand Building		ARTH 403 19th Century Art		
	ART 213 Introduction to Digital Media				
	ART 276 Introduction to Glass				
	ART 221 Introduction to Painting: Acrylics				
	ART 241 Introduction to Photography				
	ART 262 Introduction to Sculpture				

\*NOTE: Courses listed above that have not already met the above requirement may be used in this respect

### Art Minor Requirements

A minimum of six courses (18 credits), distributed as follows

All Fundamentals Courses	Three additional studio courses above 100-level (any concentration area)	One Art History course
ART 113 Drawing I <b>AND</b> ART 115 2-D Design <b>OR</b> ART 165 3-D Design		

Requirements for the minor in Art which accompanies a major in Art History: majors are encouraged to complete a minor within the department. The significant overlap between the majors requires the student to complete the major as described in the catalog and then, in consultation with his or her advisor, complete six additional courses in the minor beyond those required to fulfill the major.

### **Art History Minor Requirements**

A minimum of six courses (18 credits), distributed as follows

<b>Three Art History courses</b>	<b>Two additional Art History courses above 100-level</b>	<b>Four credits in Art, selected from</b>
ARTH 102 Global Art History Prehistory-800 CE		ART 113 Drawing I <b>AND</b> ART 115 2D Design <b>OR</b> ART 180 Drawing & 2D Design
ARTH 103 Global Art History 800-1750 CE		ART 116 Time & Virtual Design
ARTH 104 Global Art History 1750-Present		ART 165 3D Design
		ART 271 Introduction to Ceramics: Handbuilding
		ART 213 Introduction to Digital Media
		ART 276 Introduction to Glass
		ART 221 Introduction to Painting: Acrylics
		ART 231 Introduction to Printmaking: Relief
		ART 241 Introduction to Photography
		ART 262 Introduction to Sculpture

*Requirements for the minor in Art History which accompanies a major in Art: the student will complete the Art major as described in the catalog and then complete six additional credits in Art History beyond those required to fulfill the major.*

# Biochemistry

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**Faculty:** Andrew J. Piefer

**Program Coordinator:**

Andrew J. Piefer (Chemistry)

**Major**

Biochemistry

**Minor**

N/A

**About**

Biochemistry, the interface between chemistry and biology, is concerned with the chemistry of biological reactions, and the regulation of these reactions. This rapidly growing field of study includes the investigation of chemical changes in disease, drug action, and other aspects of medicine as well as in nutrition, genetics and agriculture. The work being done in biochemistry in terms of medical, pharmaceutical and genetic engineering research will have increasing impact on our society. It is imperative, therefore, that people involved in research and businesses in these areas not only are capable scientists, but also are educated to deal with moral and ethical questions arising from the advance of biochemical knowledge.

The study of biochemistry as part of a liberal arts and sciences education fosters the development of the broad perspective and analytical abilities necessary to deal with such questions. Biochemistry functions under the direction of the departments of biology and chemistry, and students seeking additional information should contact the chair of either department. Requirements for a major in biochemistry include courses in biology, chemistry, and biochemistry as well as auxiliary courses in mathematics and physics. A required senior research project involves laboratory and library work, interpretation of data, and oral and written reports of the results. In addition to the independent research required for their senior project, biochemistry majors often assist with faculty research or do collaborative research with a professor.

Biochemical advances in the knowledge of the action of natural hormones and antibiotics promise to aid in the further development of pharmaceuticals. In addition, discoveries resulting from biochemical research, including work being done in medical, pharmaceutical and genetic engineering, continue to open up new frontiers. Hartwick's major in biochemistry offers excellent preparation for entry-level positions in biochemistry research or graduate work in the field. Students interested in attending medical school also obtain an exceptionally good science background through a major in biochemistry.

## Biochemistry Courses

**405, 406 Biochemistry I, II (3 credits)** An in-depth study of the organic chemistry of the molecular components of cells including proteins, enzymes (kinetics and mechanisms), coenzymes, nucleic acids, lipids and carbohydrates. The metabolism and biosynthesis of these constituents including glycolysis, Krebs cycle, pentose shunt, electron transport, glycogen synthesis, and lipid oxidation and synthesis will be studied. The energy transformation involved in and the regulation of these pathways will also be discussed. Special topics to be included are hormone biochemistry, biochemical genetics (replication, transcription and translation of genetic material), recombinant DNA, photosynthesis and membrane chemistry.

*Prerequisites: CHEM 202 AND BIOL 203 OR the equivalent. BIOC 405 is prerequisite for BIOC 406.*

**405L, 406L Biochemistry Lab I, II (2 credits)** Laboratory experiments in isolation and purification of enzymes/proteins, enzyme kinetics, and the identification and properties of nucleic acids, carbohydrates and lipids. Techniques include spectrophotometry, centrifugation, dialysis, PCR, various forms of chromatography and electrophoresis.

*Corequisites: BIOC 405, BIOC 406.*

**490 Senior Thesis Research Fall (1 credit)** The first part of a yearlong research project. The student must develop an original research idea into an oral and written research proposal to be approved by the chemistry department and must begin working on the research project.

**490 Senior Thesis Research January (4 credits)** A full-time research course. Each student shall work full time on a senior-level laboratory research project developed in collaboration with a member of the chemistry faculty.

**490 Senior Thesis Research Spring (1 credit)** The third part of a year-long research project. The student must complete the experimental portion of the project, interpret data collected, and report the findings of the research orally in an open forum and as a written thesis.

## Biochemistry Major Requirements

23 courses distributed as follows:

*Requirements for A.C.S. approved major: All of the requirements listed below for the Biochemistry major including CHEM 404 Instrumental Analysis and CHEM 210 Inorganic Chemistry*

<b>Eight Chemistry courses*</b>	<b>Four Biology courses</b>	<b>Five Biochemistry courses</b>	<b>Two Mathematics courses</b>	<b>Two Physics courses</b>	<b>Two additional courses selected from the list below<sup>+</sup></b>
CHEM 107 General Chemistry I <b>AND</b> CHEM 108 General Chemistry II <b>OR</b> CHEM 109 Accelerated General Chemistry	BIOL 101 Biology in Practice	BIOC 405 Biochemistry I  BIOC 405L Biochemistry I Lab	MATH 121 Single Variable Calculus	PHYS 201 General Physics I	
CHEM 201 Organic Chemistry I	BIOL 202 Concepts in Biology: Biological Information	BIOC 406 Biochemistry II  BIOC 406L Biochemistry II Lab	MATH 233 Multivariable Calculus	PHYS 202 General Physics II	
CHEM 202 Organic Chemistry II	BIOL 203 Concepts in Biology: Energy and Resources	BIOC 490 Senior Thesis Research (Fall, January, Spring)			
CHEM 203 Analytical Chemistry	BIOL 312 Molecular Biology of the Cell				
CHEM 303 Physical Chemistry I					
CHEM 304 Physical Chemistry II					

### **Additional Courses:<sup>+</sup>**

CHEM 404 Instrumental Analysis  
CHEM 404L Instrumental Analysis Lab  
CHEM 410 Inorganic Chemistry  
BIOL 300 Animal Development  
BIOL 300L Animal Development Lab  
BIOL 302 Plant Physiology  
BIOL 302L Plant Physiology Lab  
BIOL 304 Medical Physiology  
BIOL 304L Medical Physiology Lab  
BIOL 306 Microbiology  
BIOL 306L Microbiology Lab  
BIOL 313 Genetic Analysis

BIOL 313L Genetic Analysis Lab  
BIOL 314 Immunology  
BIOL 315 Pathological Processes  
BIOL 318 Evolution  
PHYS 265 Electronics  
PHYS 305 Atomic and Nuclear Physics  
PHYS 314 Thermodynamics and Statistical Physics  
PHYS 318 Optics  
PHYS 401 Electricity and Magnetism I  
PHYS 402 Electricity and Magnetism II  
MATH 308 Mathematical Probability and Statistics  
MATH 311 Differential Equations

\*Number of courses required for the major is reduced by one if CHEM 109 Accelerated General Chemistry is taken in place of CHEM 107 General Chemistry I and CHEM 107 General Chemistry II.

The major in Biochemistry is a demanding program. In order to ensure that all required courses are completed within four years, the following sequence is recommended:

First Year	Second Year	Third Year	Fourth Year
CHEM 107 General Chemistry I <b>AND</b> CHEM 108 General Chemistry II <b>OR</b> CHEM 109 Accelerated General Chemistry	CHEM 201 Organic Chemistry	BIOC 405 Biochemistry I	CHEM 304 Physical Chemistry II
MATH 121 Single Variable Calculus	CHEM 202 Organic Chemistry II	BIOC 406 Biochemistry II	Two additional courses selected from list provided
MATH 233 Multivariable Calculus	BIOL 202 Concepts of Biology: Biological Information <b>OR</b> BIOL 203 Concepts of Biology: Energy and Resources	CHEM 303 Physical Chemistry I	BIOC 490 Senior Thesis Research
BIOL 101 Biology in Practice	PHYS 202 General Physics II	BIOL 312 Molecular Biology of the Cell <b>OR</b> CHEM 203 Analytical Chemistry	
BIOL 202 Concepts of Biology: Biological Information <b>OR</b> BIOL 203 Concepts of Biology: Energy and Resources	BIOL 312 Molecular Biology of the Cell <b>OR</b> CHEM 203 Analytical Chemistry		
PHYS 201 General Physics I			

## Biology

**Faculty:** Peter Fauth (Chair); Mary E. Allen; Stephanie Carr; Eric Cooper; Allen R. Crooker; Joshua P. Garrett; Douglas A. Hamilton; Mark L. Kuhlmann; Stanley K. Sessions; Linda A. Swift.

### Major

Biology

### Minor

Biology

### About

Biology is the exploration of the extraordinary diversity of life, from chemical reactions in cells to species interactions in ecosystems. Students who major in biology will be prepared for a broad range of careers, from teaching biology at the secondary or college level to applied research in industry or government. Many biology majors continue their education in graduate school or in professional programs such as medicine, dentistry, veterinary science, and physical therapy.

Hartwick biology majors are immersed in a program that uses hands-on research as the primary method to learn modern biology. The program encourages students to explore the main biological disciplines including physiology, genetics, development, molecular biology, microbiology, zoology, ecology, and evolution. For students majoring in other fields of study, biology courses can acquaint them with the language and methods of scientific inquiry in areas such as human health, forensic biology, microbiology of food, epidemiology, natural history, and conservation biology. Biology students can also seek a certificate in secondary-school teaching by completing both the education program and the biology major.

Majors and minors begin exploring biology during three introductory laboratory-based courses: BIOL 191, BIOL 192, and BIOL 293. The first course, BIOL 191, Molecular and Cell Biology, is a discovery of the structures and processes within cells. BIOL 191 is typically taken in the fall of the first year. BIOL 192, Organismal Biology is an investigation of organ systems and the physiological processes that support living organisms. BIOL 192 is typically taken the semester after BIOL 191. The final course in the introductory sequence is BIOL 293, Ecology and Evolution, a sophomore-level course in which students study evolutionary processes and the wealth of biodiversity they have produced.

Upper-level biology courses are organized into three core areas that represent a broad sample of modern biology and build on the information studied in the introductory sequence: Cell and Molecular Biology, Organismal Biology, and Ecology and Evolution. To promote student success in these core areas of the biology program, biology majors can take 300- and 400-level courses only after completing the introductory sequence with an average GPA of 2.00 or higher in the three courses. Biology majors must complete a minimum of 21 credits of upper-level coursework that includes at least 4 credits in one of the core areas and at least 7 credits in the remaining two core areas, and at least one lab course from each core area. These courses can be taken in any sequence. Biology majors also complete courses in general and organic chemistry, physics, and mathematics. They

may choose to do internships, independent studies, and research experiences on or off campus in fields related to their special interests and career plans.

Our laboratory facilities are well equipped for student-faculty collaborative research. Students are trained to use a variety of research tools including thermocyclers, spectrophotometers, phase and fluorescence microscopes, electrophoresis and chromatography equipment, computer-interfaced physiographs, computer-assisted photomicrography and image analysis, and field equipment for capturing and handling live organisms. Also available for student-faculty research are a greenhouse, the Hoysratt Herbarium, a tissue-culture laboratory, a histology laboratory, and a microscopy facility with scanning and transmission electron microscopes.

### Robert R. Smith Environmental Field Laboratory at Pine Lake

The research facility at the Pine Lake Environmental Campus and adjacent Robert V. Riddell State Park provides an excellent opportunity to study local ecosystems in close proximity to the main campus: 2,000 acres of mixed-deciduous forest, a 12-acre lake, a spruce-tamarack bog, swamps, and streams. The state-funded R. R. Smith Field Laboratory provides laboratory space for classes and student-faculty collaborative research projects involving birds, amphibians, fish, arthropods, and plants.

### Biology Courses

**CM:** fulfills *Cell & Molecular core-area requirement*; **O:** fulfills *Organismal core-area requirement*; **E:** fulfills *Ecology & Evolution core-area requirement*; **LAB:** a course that fulfills the *Physical and Life Sciences lab requirement in LAiP and, if the course is at the 300- or 400-level, the lab requirement for the biology major or minor.*

**150 Topics in Biology (3-4 credits)** Courses that explore areas of contemporary biology that are designed for students majoring in other disciplines. Those courses that have a laboratory will fulfill the Physical and Life Sciences LAiP laboratory requirement. (*SCI* or *LAB*)

**163 Human Biology (4 credits)** (3 one-hour lectures and 1 three-hour laboratory weekly) An introduction to biology as it applies to human health. Lecture topics include: structure and function of organs and organ systems; growth and development; and current health issues such as obesity, smoking, and infectious diseases. Laboratory activities include examination of cells, tissues, organs and organ systems with a hands-on approach that reinforces lecture concepts. This course will provide a biological foundation helpful to students pursuing a career in public health or to students who simply want to make more informed health decisions. The course fulfills a requirement in the Public Health (*PUBH*) major. (*LAB*)

**191 Introduction to Molecular and Cell Biology (4 credits)** (3 one-hour lectures, 1 three-hour laboratory weekly; fall semester). An introduction to fundamental principles that govern cellular and molecular processes and experimental approaches used for discovery in this field. We will study the major molecules that comprise cells, diversity of cell structures and functions,

processes cells use to acquire energy, and the Central Dogma of molecular biology. This course is required for majors in biology, biochemistry, and medical technology. BIOL 191 is a prerequisite for all 300- and 400-level courses in biology. *(LAB)*

**192 Introduction to Organismal Biology (4 credits)** (3 one-hour lectures, 1 three-hour laboratory weekly; spring semester). An introduction to fundamental principles that govern physiological processes within organisms and experimental approaches used for discovery in this field. We will study cell division, inheritance, reproduction, and the relationship between anatomical structure and function. This course is required for majors in biology, biochemistry, and medical technology. BIOL 192 is a prerequisite for all 300- and 400-level courses in biology. *(LAB)*

**203 Concepts of Biology: Energy and Resources (4 credits)** (3 one-hour lectures, 1 two-hour laboratory weekly) The conceptual foundations for advanced study in biology emphasizing how materials and energy are employed by living systems at all levels of biological organization, including cell biology, physiology, and ecology. *(LAB)*

*Prerequisite: BIOL 101*

**206 Human Anatomy and Physiology I (4 credits)** (3 one-hour lectures and 1 three-hour laboratory weekly; fall semester) An introductory course designed for nursing majors that emphasizes the important concepts, terminology, and interrelationships of human structure and function during a hierarchical study of atoms and molecules, cells and tissues, and organs and organ systems with emphasis on the integument, skeletomuscular and nervous systems. This course does not fulfill a requirement in the biology major or minor. *(LAB)*

**207 Human Anatomy and Physiology II (4 credits)** (3 one-hour lectures and 1 three-hour laboratory weekly; spring semester) An introductory course designed for nursing majors that emphasizes the important concepts, terminology, and interrelationships of human structure and function while studying the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. This course does not fulfill a requirement in the biology major or minor. *(LAB)*

*Prerequisite: BIOL 206*

**210 Microbiology of Disease (4 credits)** (3 one-hour lectures, 1 three-hour laboratory weekly; spring semester) The study of bacteria and viruses related to infectious disease in humans and standard methods for working with bacteria in the laboratory. A course designed for nursing majors that includes topics such as: infectious disease and epidemiology; bacterial cell structure, physiology, genetics, and reproduction; viral reproduction; immunology; and control of microbial growth. This course does not fulfill a requirement in the biology major or minor. *(LAB)*

*Prerequisites: BIOL 206, BIOL 207 AND CHEM 105*

**240 Island Biogeography (4 credits)** Biogeography is the scientific study of the patterns and causes of the distribution of organisms using a combination of ecological and evolutionary theory, geology, and geography: which species are where, and why? Islands have been the subject of important biogeographic

fieldwork and have contributed substantially to existing biogeographic theory. The course covers the important elements of biogeographic theory within the context of islands using the marine and terrestrial flora and fauna of San Salvador Island. Students spend three weeks in residence at the Gerace Research Centre on San Salvador Island. This course does not fulfill a requirement in the biology major or minor. *(LAB)*

**242 People and Plants of Thailand (4 credits)** The hills of Northern Thailand provide a home for many different ethnic people who have for centuries lived in harmony with their environment. This interdisciplinary course offers an opportunity to learn about aspects of life in these rural villages: culture and beliefs from the spiritual leader and village elders, identification of useful medicinal plants with the Shaman, traditional crafts, tribal dances, collection of food and other supplies from the forest, and cultivation of food crops. We also teach the villagers about optimal nutrition, protein- and micronutrient-rich crops to grow on limited land, treatments for water pollution and how to attain personal and village hygiene for optimal growth and health. This course does not fulfill a requirement in the biology major or minor. *(LAB)*

**243 Madagascar: Culture, Conservation, and Natural History (1 credit)** (1 one-hour seminar weekly; fall semester) Madagascar is a living laboratory of extraordinary natural environments with 80% of its plants and animals found nowhere else in the world. The island, the world's fourth largest, is best known for its lemurs, chameleons, and medicinal plants. With its history, belief systems, and emphasis on the supernatural, the culture of the island is as unique as its nature. This course will explore the biological, economic and political environment of Madagascar; the origin of its people and their culture; and the delicate balance between human needs, culture, conservation, and natural resources. This one-credit course is a prerequisite for the off-campus January-term program BIOL 244 Madagascar: Culture, Conservation, and Natural History. This course does not fulfill a requirement in the biology major or minor.

**244 Madagascar: Culture, Conservation, and Natural History (4 credits)** Madagascar, the world's fourth largest island, is a living laboratory of extraordinary natural environments, with almost 80% of its flora and fauna found nowhere else in the world. The course explores the natural history and ecology of native habitats (dry sandstone to rainforest), plants (especially medicinal plants), and animals (such as the lemurs and chameleons) while seeking to explain Madagascar's unique and extremely high biodiversity. The delicate balance between human needs, development, and conservation will be observed and the influence of Malagasy culture on natural resource management will be assessed. Participants will obtain a global perspective on the integration of humans with the environment at an indigenous level. This course does not fulfill a requirement in the biology major or minor. *(LAB)*

*Prerequisite: BIOL 243*

**250 Topics in Biology (3-4 credits)** Courses designed for non-majors that address topics of specific interest to students. Those courses that include a laboratory will fulfill the LAiP Physical and Life Sciences laboratory requirement. *(SCI or LAB)*

**260 Conservation Biology (3 credits)** (3 one-hour lectures weekly) The Earth's sixth mass extinction, caused by humans, is likely to begin within the century. This course explores the major principles of conservation biology, an interdisciplinary approach to the preservation of biological diversity at the gene, population, species, ecosystem, and global levels. Conservation biologists use biological theories to develop practical approaches for the protection, maintenance, and restoration of species, communities and ecosystems. This course provides an overview of the discipline including the causes and consequences of biodiversity loss, values of biodiversity to humans, and conservation strategies. Students learn about both the theories and applications of conservation biology, read and discuss current issues in this crisis-driven field. This is a foundation course in the Environment, Sustainability and Society (ENSS) major. (SCI)

**293 Introduction to Ecology and Evolution (4 credits)** (3 one-hour lectures, 1 three-hour laboratory weekly; fall semester). An introduction to fundamental principles in evolutionary biology and ecology and experimental approaches used for discovery in this field. We will study the mechanisms of evolution, patterns and general characteristics of biological diversity, and the ecology of populations, communities, and ecosystems. This course is required for majors in biology. BIOL 293 is a prerequisite for all 300- and 400-level courses in biology. (LAB)  
*Prerequisite: BIOL 191 AND Prerequisite or corequisite: BIOL 192.*

**300 Animal Development (CM) (4 credits)** (3 one-hour lectures weekly and 1 three-hour laboratory weekly) Study of the patterns and processes of animal growth and development, from fertilization to adulthood, including aging and death. The topics include embryology and morphogenesis, regeneration, cell differentiation, gene expression, growth factors and cell signaling, pattern formation, and the evolution of development. In the lab, students obtain experience with living embryos, tissues and cells, and develop such skills as microsurgery, tissue culture, cytogenetics, histology, immunocytochemistry, and microscopy. (LAB)  
*Prerequisite: BIOL 191, BIOL 192, AND BIOL 293*

**301 Plant Development (CM) (3 credits)** Structure of plant tissues and their origins. Topics covered include the molecular genetics, embryology and development of vegetative and reproductive organs, as well as their control by hormones, light and environment. (SCI)  
*Prerequisite: BIOL 191, BIOL 192, AND BIOL 293*

**301L Plant Development Lab (CM) (1 credit)** (1 three-hour laboratory weekly) The laboratories include plant tissue culture and other procedures that emphasize topics covered in BIOL 301. (LAB)  
*Corequisite: BIOL 301*

**302 Plant Physiology (O) (3 credits)** (3 one-hour lectures, weekly) Basic concepts of plant growth, metabolism and transport. Topics covered include the movement of water and food in plants, mineral nutrition, photosynthesis, plant hormones, photomorphogenesis, and flowering. (SCI)

*Prerequisite: BIOL 191, BIOL 192, AND BIOL 293*

**302L Plant Physiology Lab (O) (1 credit)** (1 three-hour laboratory weekly) Laboratory consists of experiments designed to emphasize the material covered in BIOL 302. (LAB)  
*Corequisite: BIOL 302*

**303 Ecology (E) (4 credits)** (3 one-hour lectures, 1 three-hour laboratory weekly) An introduction to ecology, the study of interactions between organisms and their environments. The course covers topics at all levels of ecology (from individuals to ecosystems), with emphasis on theoretical principles and empirical examples of population ecology. Articles from the primary literature will be discussed to understand how ecological questions are currently studied. Topics include evolution of life histories, population growth, competition, and predator-prey dynamics. Laboratory work at Pine Lake and other local ecosystems will include research-oriented activities on animals and plants to expose students to scientific approaches in ecology. (LAB)  
*Prerequisites: BIOL 191, BIOL 192, AND BIOL 293*

**304 Medical Physiology (O) (3 credits)** (3 one-hour lectures weekly) Study of the major physiological processes of mammalian tissues, organs, and systems, including the nervous system, circulation, movement, digestion, respiration, excretion, hormonal regulation and reproduction. Topics with medical applications will be discussed. (SCI)  
*Prerequisite: BIOL 191, BIOL 192, AND BIOL 293*

**304L Medical Physiology Lab (O) (1 credit)** (1 three-hour laboratory weekly) Laboratory will emphasize the use of a computer-interfaced physiological workstation for data collection, experimental design, data analysis and scientific report writing. (LAB)  
*Corequisite: BIOL 304*

**305 Plant Biology (E) (3 credits)** (3 one-hour lectures weekly) A survey of major classical groups of the plant kingdom with a focus on their reproductive biology. Groups include cyanobacteria, fungi, algae, mosses, ferns, gymnosperms, and flowering plants. The structures and characteristics of flowering plants will be examined in detail, emphasizing the characteristics of the major families. (SCI)  
*Prerequisite: BIOL 191, BIOL 192, AND BIOL 293*

**305L Plant Biology Lab (E) (1 credit)** (1 three-hour laboratory weekly) Laboratories will involve microscopic and macroscopic analysis of members of the groups discussed in BIOL 305. (LAB)  
*Corequisite: BIOL 305*

**306 Microbiology (CM or O) (3 credits)** (3 one-hour lectures weekly) The study of bacteria, archaea and viruses. Topics include evolutionary origins of microorganisms and cell structure, physiology, genome organization and regulation, and reproduction. Also covered are some principles of infectious disease and control of microbial growth. (SCI)  
*Prerequisites: BIOL 191, BIOL 192, AND BIOL 293*

**306L Microbiology Lab (CM or O) (1 credit)** (1 three-hour laboratory weekly) Designed to illustrate basic principles of microbiology and teach standard laboratory methods for working with bacteria and bacterial viruses. Topics include microscopy, aseptic technique, culturing, isolating and identifying bacteria, and susceptibility testing. (LAB)

*Corequisite: BIOL 306*

**307 Vertebrate Zoology (O) (4 credits)** (3 one-hour lectures weekly and 1 three-hour laboratory weekly) Study of evolution of adaptive diversity in form and function among living and extinct species of vertebrate animals, including fishes, amphibians, reptiles, birds and mammals. Lab activities include a survey of the local vertebrate fauna and associated ecosystems and dissections to compare anatomy and perform functional analyses of vertebrate body designs. (LAB)

*Prerequisites: BIOL 191, BIOL 192, AND BIOL 293*

**308 Aquatic Ecology (E) (4 credits)** (3 one-hour lectures, 1 three-hour laboratory weekly) Study of the ecology of communities and ecosystems using examples drawn from the study of aquatic (freshwater and marine) habitats. Topics include community structure and diversity, species interactions, ecosystem function, and human impacts on communities and ecosystems. Laboratories are conducted mainly at the Pine Lake campus and surrounding aquatic communities. (LAB)

*Prerequisite: BIOL 191, BIOL 192, AND BIOL 293*

**309 Medicinal Plants (O) (3 credits)** (1 three-hour meeting weekly) A study of the physiology of diseases and the medicinal plants used by Native Americans or imported by Europeans to treat diseases. Discussions include how plants work to alleviate symptoms or eliminate diseases. Course includes field trips for identifying medicinal plants in New York State. (SCI)

*Prerequisite: BIOL 191, BIOL 192, AND BIOL 293*

**310 Ornithology (O or E) (4 credits)** (3 one-hour lectures, 1 three-hour laboratory weekly, 1 weekend field trip; spring semester) Taxonomy, evolution, physiology, behavior, ecology, and conservation of the most-studied vertebrates, the birds. Articles from the primary literature will be discussed to understand how ornithology is currently practiced. In the laboratory, students will learn to identify common bird species in the region and become familiar with research methods used by ornithologists. (LAB)

*Prerequisites: BIOL 191, BIOL 192, AND BIOL 293*

**311 Invertebrate Zoology (O) (4 credits)** (3 one-hour lectures weekly, 1 three-hour laboratory weekly) The biology, diversity, and evolution of form and function in the major invertebrate phyla are examined. Presentations of exemplary invertebrate groups include discussions of classification and phylogenetic relationships, comparative morphology and physiology, development, life history strategies, and behavioral ecology. The defining characteristics of major taxa are emphasized along with economically and medically important species. In the laboratory, the structure and function of representative members of major invertebrate phyla are investigated by microscopy or by the observation of living or dissected specimens. (LAB)

*Prerequisites: BIOL 191, BIOL 192, AND BIOL 293*

**312 Molecular Biology of the Cell (CM) (4 credits)** (3 one-hour lectures weekly, 1 three-hour laboratory weekly) This course covers the functional relationships of cellular components by integrating molecular biology, biochemistry, and cell biology. Students will examine how proteins localize in the cell, the structures and functions of organelles and the cytoskeleton, the relationship between the cell cycle, signaling pathways and cancer, how cells move and communicate with each other, and how cells utilize energy, build membranes, and respond to the environment. Students will learn current techniques used in cellular studies, including cell culture, PCR, and immunochemical techniques. (LAB)

*Prerequisites: BIOL 191, BIOL 192, AND BIOL 293*

**313 Genetic Analysis (CM) (3 credits)** (3 one-hour lectures weekly) Advanced study of the science of heredity: what genes are, how they are transmitted from generation to generation, how they are expressed, and how this expression is regulated. Specific topics include the mechanics of inheritance, cytogenetics, molecular genetics, molecular cloning, genetic engineering, and population genetics. (SCI)

*Prerequisite: BIOL 191, BIOL 192, AND BIOL 293*

**313L Genetic Analysis Lab (CM) (1 credit)** (1 three-hour laboratory weekly) The laboratory is designed to introduce experimental methods used in the study of modern genetics. (LAB)

*Corequisite: BIOL 313*

**314 Immunology (CM) (3 credits)** (3 one-hour lectures weekly) Examination of the cellular and molecular basis of the immune response, including communication between the innate and adaptive immune systems, the response to infection with pathogens, mechanisms used by pathogens to evade the immune system, and what defects in the immune system, such as immune deficiency diseases and autoimmunity, can tell us about the function of the immune system. (SCI)

*Prerequisites: BIOL 191, BIOL 192, AND BIOL 293*

**314L Immunology Lab (CM) (1 credit)** (1 three-hour laboratory weekly) Current techniques used in immunological research. (LAB)

*Corequisite: BIOL 314*

**317 Exercise Physiology (O) (4 credits)** (3 one-hour lectures, 1 three-hour laboratory weekly) A study of the principles of physiology that explain exercise performance and the dynamic interdependence of physiological systems during exercise. The course considers the responses of cells, tissues, organ systems, and people to both short-term and long-term exercise and makes connections, where they are possible, between performance strategies and the biological mechanisms upon which they are based. Topics include muscle function and biomechanics, nutrition, the biochemistry of aerobic and non-aerobic metabolism, respiratory, cardiovascular and endocrine responses to exercise and training, thermoregulation and hydration for exercise, exercise in extreme environments and the role of exercise in medical therapy. (LAB)

*Prerequisite: BIOL 191, BIOL 192, AND BIOL 293*

**318 Evolution (E) (3 credits)** (3 one-hour lectures weekly) The study of the unifying principle of biology: patterns and processes of organismal evolution. Topics include adaptation by natural selection, population genetics, quantitative genetics, molecular evolution, speciation and phylogenetic reconstruction. Emphasis is on theoretical concepts and methods used to test evolutionary hypotheses in biology and other fields of study. (SCI)

*Prerequisites: BIOL 191, BIOL 192, AND BIOL 293*

**319 Human Anatomy and Physiology I (O) (4 credits)** (3 one-hour lectures, 1 three-hour laboratory weekly; fall semester) A course designed for biology majors that emphasizes the important concepts, terminology, and interrelationships of human structure and function. Introductory concepts as well as the skin, nervous, and musculoskeletal systems are presented. (LAB)

*Prerequisites: BIOL 191, BIOL 192, AND BIOL 293*

**320 Human Anatomy and Physiology II (O) (4 credits)** (3 one-hour lectures, 1 three-hour laboratory weekly; spring semester) A course designed for biology majors that emphasizes the important concepts, terminology, and interrelationships of human structure and function. The autonomic nervous system as well as the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems are studied. Other related topics include nutrition, metabolism, thermoregulation, and fluid, electrolyte and acid-base balance. (LAB)

*Prerequisites: BIOL 191, BIOL 192, BIOL 293, AND BIOL 319*

**321 Electron Microscopy and Histology (CM) (4 credits)** (3 one-hour lectures weekly, 1 three-hour lab weekly) An introduction to biological microscopy, this course offers a comprehensive look at specimen preparation and different types of light and electron microscopes and support equipment. Topics include specimen preparation, instrumentation, optics and resolution, digital photography, quantitative microscopy, and the interpretation of cellular and histological structure. The laboratory will emphasize the examination and photography of student-prepared biological specimens in the scanning and transmission electron microscopes as well as micrograph preparation and interpretation. (LAB)

*Prerequisites: BIOL 191, BIOL 192, AND BIOL 293*

**322 Marine Biology (E) (3 credits)** (3 one-hour lectures weekly) A survey of the organisms in marine communities and the ecological and oceanographical processes structuring marine communities in a broad range of habitats, centered on three major process-driven themes: functional biology, ecological processes, and biodiversity. (SCI)

*Prerequisites: BIOL 191, BIOL 192, AND BIOL 293*

**344 Pathophysiology (3 credits)** (3 one-hour lectures weekly; fall semester) Examines physiology and development of human diseases. Mechanisms of disease, etiology, manifestations, analyses of laboratory data and primary medical and surgical interventions are reviewed. This content serves as a foundation for addressing therapeutic interventions related to specific disease states. This course is for nursing majors.

*Prerequisite: BIOL 206 AND BIOL 207; CHEM 105 OR CHEM 107/CHEM 107L AND CHEM 108/CHEM 108L; NURS 134,*

*NURS 234 (See pre-requisite for NURS 134 and NURS 234.) For science majors, permission of instructor required. Accelerated nursing students may take BIOL 207 concurrently with this course with the permission of the instructor.*

**350 Topics in Biology (3-4 credits)** Courses for majors in biology that address topics of specific interest to students. Some courses include a laboratory. (SCI or LAB)

*Prerequisites: BIOL 191, BIOL 192, AND BIOL 293*

**392 Research Methods in Biology (2 credits)** (2 one-hour meetings weekly; spring semester) Research methods preparing students for the Senior Project. Offered every Spring Term; normally taken during the junior year and must be taken before BIOL 490.

*Prerequisites: BIOL 191, BIOL 192, AND BIOL 293*

**415 Microbial Ecology (CM or E) (3 credits)** (3 one-hour lectures weekly) An exploration of the biotic and abiotic factors that determine the distribution and abundance of microorganisms in natural systems. Topics include physiological limitations of growth, intra- and interspecific interactions among microorganisms and interactions of microorganisms with animals and plants as well as microbial contributions to biogeochemical cycles and usage of microorganisms for environmental and biotechnology purposes. (SCI)

*Prerequisites: BIOL 191, BIOL 192, BIOL 293 AND one of the following 300-level BIOL courses: BIOL 303, BIOL 306 OR BIOL 308*

**415L Microbial Ecology Laboratory (CM or E) (1 credit)** (1 three-hour laboratory weekly). The laboratory emphasizes methods for studying microorganisms from, or in, environmental systems. Topics include aseptic technique, and isolation and identification of microorganisms from environmental samples. (LAB)

*Corequisite: BIOL 415*

**420 Developmental Genetics (CM) (3 credits)** (3 one-hour seminars weekly) Advanced study of current research on the molecular and cellular mechanisms that control growth, development and regeneration in organisms. Topics include the control of gene expression, cell-cell interactions, the cell cycle and growth control, oncogenesis, homeobox genes and homeotic mutations, pattern formation and the role of development in evolution (EvoDevo). (SCI)

*Prerequisites: BIOL 191, BIOL 192, BIOL 293, AND one of the following 300-level BIOL courses: BIOL 300 OR BIOL 301*

**435 Behavioral Ecology (E) (3 credits)** (3 one-hour lectures weekly) An advanced examination of animal behavior that is set in an ecological and evolutionary context. The underlying theme of the course is that behavior cannot be understood without placing an organism in its past and present environment. The subjects covered include the inheritance of behavior, feeding behavior, dispersal and migration, territoriality, the evolution of mating systems, and the evolution of complex animal societies. (SCI)

*Prerequisites: BIOL 191, BIOL 192, BIOL 293 AND one 300-level BIOL course.*

**450 Topics in Biology (3-4 credits)** Courses for senior biology majors that address topics of specific interest to students. Some courses include a laboratory. (*SCI* or *LAB*)

*Prerequisites: BIOL 191, BIOL 192, BIOL 293 AND one 300-level BIOL course.*

**490 Senior Project I (1-3 credits)** Arranged individually. Taken prior to spring of the senior year. The first part of a full-year, 4-credit research project. In collaboration with a Hartwick biology faculty member, the student must identify a research question of manageable scope and scientific significance; construct one or more hypotheses or perspectives that address the question; locate relevant background information from published, peer-reviewed

resources; conduct a thorough analysis of evidence and synthesize them into new knowledge or original insights; and complete a research plan using appropriate scientific procedures.

*Prerequisites: BIOL 191, BIOL 192, BIOL 293, AND BIOL 392.*

**490 Senior Project II (1-3 credits)** Arranged individually. Typically taken in spring of senior year. The second part of a full-year, 4-credit research project. The student must generate logical, clear and well-supported conclusions; explore the broader significance of the project based on published results; and communicate the process and conclusions effectively in a written product in proper scientific format and in a public presentation.

*Prerequisites: BIOL 191, BIOL 192, BIOL 293, AND BIOL 392.*

## **Biology Major Requirements**

17 courses (plus labs), distributed as follows:

<b>Introductory Biology</b>	<b>Chemistry foundation courses</b>	<b>Other foundation courses</b>	<b>Upper-level Core Courses*</b>	<b>Senior Research Project**</b>
BIOL 191 Introduction to Molecular and Cell Biology  BIOL 192 Introduction to Organismal Biology	CHEM 103 Introduction to General Chemistry and CHEM 104 Introduction to General Chemistry II <b>AND</b> CHEM 108 General Chemistry II CHEM 108L General Chemistry II Lab <b>OR</b> CHEM 107 General Chemistry I CHEM 107L General Chemistry I Lab <b>AND</b> CHEM 108 General Chemistry II CHEM 108L General Chemistry II Lab	MATH 108 Statistics <b>OR</b> MATH 121 Single Variable Calculus <b>OR</b> PSYC 291 Experimental Statistics	A minimum of seven credits from each core area <b>OR</b> a minimum of 10 credits from one core area, a minimum of 7 credits from a different core area and a minimum of 4 credits from the third core area. At least one lab course in each core area.	BIOL 392 Research Methods in Biology
BIOL 293 Introduction to Ecology and Evolution	CHEM 201 Organic Chemistry I CHEM 201L Organic Chemistry I Lab	PHYS 140 Principles of Physics I <b>AND</b> PHYS 141 Principles of Physics II <b>OR</b> PHYS 201 General Physics I <b>AND</b> PHYS 202 General Physics II		BIOL 490 Senior Project I (Fall or January)
				BIOL 490 Senior Project II (Spring)

### **\*Core Courses:**

*Cell and Molecular Biology:*

BIOL 300 Animal Development

BIOL 301, BIOL 301L Plant Development

BIOL 306, BIOL 306L Microbiology

BIOL 312 Molecular Biology of the Cell

BIOL 313, BIOL 313L Genetic Analysis  
 BIOL 314, BIOL 314L Immunology  
 BIOL 321 Electron Microscopy & Histology  
 BIOL 415, 415L Microbial Ecology

BIOL 420 Developmental Genetics  
 BIOC 405, BIOC 405L Biochemistry I

*Organismal Biology:*

BIOL 302, BIOL 302L Plant Physiology  
 BIOL 304, BIOL 304L Medical Physiology  
 BIOL 306, BIOL 306L Microbiology  
 BIOL 307 Vertebrate Zoology  
 BIOL 309 Medicinal Plants  
 BIOL 310 Ornithology

BIOL 311 Invertebrate Zoology  
 BIOL 317 Exercise Physiology  
 BIOL 319 Human Anatomy and Physiology I  
 BIOL 320 Human Anatomy and Physiology II  
 PSYC 305 Biopsychology

*Ecology and Evolution:*

BIOL 303 Ecology  
 BIOL 305, BIOL 305L Plant Biology  
 BIOL 308 Aquatic Ecology  
 BIOL 310 Ornithology  
 BIOL 318 Evolution

BIOL 322 Marine Biology  
 BIOL 415, BIOL 415L Microbial Ecology  
 BIOL 435 Behavioral Ecology

\*\*Biology majors are urged to begin a research experience as early as is practical and should talk to faculty members in the department about such possibilities. For most students, the Biology Senior Project typically begins no later than spring semester of the junior year when students identify a project mentor and topic in BIOL 392 Research Methods in Biology (2 credits). Most students conduct the bulk of their research experience during the following fall and spring terms (4 credits: typically taken as 2 credits in BIOL 490 Senior Project I and 2 credits in BIOL 490 Senior Project II). The project must be completed and written up (in the format of a scientific journal article) by the end of spring term of the senior year, and presented at the annual Biology Symposium.

**Senior Comprehensive Examination**

The Senior Comprehensive Exam (SCE) is a graduation requirement used to assess student learning in the biology program. The exam is given annually to graduating biology majors in the spring semester.

**Biology Minor Requirements**

<b>Five Biology Courses (min. 19 credits)</b>	<b>Two 300- or 400-level courses (min. 7 credits, including at least one lab)</b>
BIOL 191 Introduction to Molecular and Cell Biology	
BIOL 192 Introduction to Organismal Biology	
BIOL 293 Introduction to Ecology and Evolution	

## **Business Administration**

**Department Chair:** Carlena Ficano

**Faculty:** Ramin Kasamanli; Pauline Stamp; Pinki Srivastava;

**Adjunct Faculty:** Dan Butterman; Robert McKertich; Jaeseong Lim; WeiWei Zhang; Yi Zheng; Sean Shannon

### **Majors**

Integrative Business Administration

Quantitative Business Administration

### **Minor**

Business Administration

### **About**

The goal of the two-track (Integrative and Quantitative) major in Business Administration is to provide a broad and deep learning experience for our students that builds a solid core business foundation and then intentionally incorporates coursework across the liberal arts to complement that core.

We believe that all business is the business of something, and we recognize that students are drawn to our major with a range of interests, abilities, and personal and professional aspirations. Students with interest and facility in the area of analytics have the opportunity to pursue a **Quantitative B.S. Business Administration track** that includes coursework in quantitative business methods and information systems and culminates in a senior project that applies quantitative business methodology to a student-initiated research question. Students exploring career options in operations research, business systems, and finance among other fields, are likely to pursue this track.

For students interested in pursuing careers in the more qualitative aspects of business, including but not limited to marketing, advertising, sales, international business, and human resource management, we propose the **Integrative B.S. Business Administration track** that has students combine the business core with a minor or major in a discipline other than Business consistent with their professional goals and personal passions.

Regardless of the major track selected, Hartwick's Business Administration program provides students the opportunity to acquire and grow the skills and competencies needed in the workplace—intellectual, technical and interpersonal. Students learn to integrate management theories and multiple business application functions within the organization and consider the industry, economy, and other global environments.

Many of our courses feature business simulations, case studies and projects—all of which require much thought and effort. Successful students learn how to face challenges, analyze risky situations and make informed decisions. Most importantly, they learn the implications of living with the outcomes of their decisions and that decisions made in today's business environment often do not turn out as expected.

Much of a student's work occurs in teams. Business administration best practices suggest that teamwork and intense interaction with co-workers are essential. Activities that demand interpersonal skills, team building, communication, leading and following help students learn how to work with their colleagues. The traditional approach to business education, which depends

on theories focused at specific parts of business administration, is not the approach we take. We believe that students will better understand how business works if they learn in all courses to integrate individual values and organizational needs as they manage people, performance, productivity and quality in order to achieve ethical organizational goals.

The major begins with BUSA 101 Introduction to Business, normally taken in the first year. Here, students learn the major functional areas of business. Running a simulated company and competing against other student-run companies or analyzing an existing company through public data bases and personal interviews may be part of this experience. Other required introductory courses in Accounting and Economics are often taken in the first year. In the sophomore year, students are encouraged to take core courses in Marketing, Finance, Business Information Systems, Quantitative Business (Quantitative track only) and Organizational Behavior.

In the junior and senior years, students complete three electives of their choice (at least two of which must be 300- or 400-level BUSA courses; one may be a 300- or 400-level course in ACCO, FINA, or ECON) and, if they pursue the Integrative track, a minor in a second field. Finally, in their final year, students take BUSA 480, Business Policy and Strategy, or BUSA 490, Senior Project, the program's capstone courses.

### **Business Administration Courses**

**101 Introduction to Business (3 credits)** Introduction to the various functional areas of business, including marketing, finance, operations, management, and strategy. Specific topics covered include basic financial analysis, forms of business ownership, managerial decision-making, and business ethics in a local, national, and international context. Includes a significant experiential learning component. (EL)

**230 Organizational Behavior (3 credits)** Explores the behavior of individuals and groups within the organizational context. Topics include decision-making, leadership, organizational culture, communication, group behavior, and change management.

*Prerequisite: ACCO 101 AND minimum grade of C in BUSA 101*

**240 Marketing (3 credits)** Students learn and apply basic marketing principles and statistical, financial and economic analyses to design and market products and services to meet customer needs and ultimately achieve target market share, revenue, and profit objectives.

*Prerequisite: ACCO 101 AND minimum grade of C in BUSA 101*

**260 Quantitative Business (3 credits)** This course is a systematic introduction to the various techniques employed in the statistical analysis of data and, in addition, some of the mathematical underpinnings of the techniques. Because many of the analysis techniques require extensive computations, for other than the simplest data sets, each student will become

familiar with a standard software package widely used in business data analysis.

*Prerequisite: ACCO 101, minimum grade of C in BUSA 101, AND Math Level 2*

**270 Business Information Systems (3 credits)** This course explores the role of data management systems in business settings for purposes of automation and support, transaction processing, decision support, risk management, regulatory compliance, and customer relations management and highlights the importance of data security, privacy and ethical information use. Through a series of applied exercises using common management spreadsheet, database and presentation software, students will manage, manipulate, and present relevant business information to address standard business problems.  
*Prerequisite: ACCO 101 AND minimum grade of C in BUSA 101*

**280 Finance (4 credits)** Exploration of the interrelationship of risk and ethical strategic planning to financial value in a business environment. The sources, uses, and cost of capital are identified and investigated using quantitative analysis applied to financial information. (QFR)

*Prerequisites: ACCO 101, ACCO 102, AND minimum grade of C in BUSA 101*

**310 Business Law I (3 credits)** An introduction to business law's major concepts. Beginning with the major sources of law (common law, statute, and administrative/regulatory), the course then identifies the major forms of business organizations (such as corporations and partnerships) and the powers and liabilities associated with each. Contracts and personal property law (with emphasis on the Uniform Commercial Code) also are addressed, as well as an overview of debtor/creditor law and bankruptcy law as they relate to business.

*Prerequisites: minimum grade of C in BUSA 101 OR completion of POSC 101, POSC 105, POSC 107 OR POSC 108 OR CRMJ 110*

**311 Business Law II (3 credits)** An introduction to business law's major concepts. Traditional (e.g. intangibles, intellectual property, real estate/real property law, labor and employment law, agents and fiduciaries, monopoly, antitrust) and Contemporary (e.g. environmental regulation; negligence, torts, product liability, dispute resolution, arbitration, cyberlaw) legal issues are discussed using case analysis.

*Prerequisite: BUSA 310*

**340 Marketing Research (3 credits)** This course discusses strategies to identify and solve marketing issues through systematic gathering and analysis of market information. It introduces the methods used to develop, provide and analyze market information for decision making. The user and researcher perspectives are included using case analysis and individual projects.

*Prerequisite: BUSA 240*

**341 Contemporary Issues in Marketing (3 credits)** Students examine and research (independently and/or jointly) one or more current complex marketing issues. Contemporary events,

published business cases and presentation of student research will be the basis for class discussion, analysis and debate. Analysis includes the complex variables to be considered when developing successful marketing strategies including: SWOT, target market identification, product lifecycles, BCG matrix, competition, organizational differentiation and the related social, cultural, economic, ethical, legal and political factors.

*Prerequisite: BUSA 240*

**343 Social Media Marketing (3 credits)** Students examine social networks, social media platforms and online advertising from both the buyer and seller perspectives thus equipping them with the relevant knowledge, perspectives, and practical skills required to develop marketing strategies that leverage the opportunities inherent in social media and consumer-to-consumer social interactions. Topics may include identifying available social media marketing channels, building social marketing strategies, tracking strategy effectiveness as well as emerging topics in electronic commerce, mobile marketing, and social media startups.

*Prerequisite: BUSA 240.*

**345 Advertising and Promotion (3 credits)** This course introduces the theoretical foundations of advertising and promotion and their application to decision making. Campaign and strategy design, execution and evaluation are highlighted and analyzed for effectiveness, creativity and planning approach.

*Prerequisite: BUSA 240*

**348 Statistical Analysis in Operations (3 credits)** This course focuses on providing products and services and includes an analysis of the production/operations function in manufacturing, service and other nonmanufacturing firms. Topics include productivity, competitiveness, quality, forecasting, product and service design, facilities layout and location, work environment design, and inventory management.

*Prerequisites: BUSA 260, BUSA 270, AND BUSA 280*

**381 Human Resources (3 credits)** A survey course of Human Resource Management (HRM) functions, including strategic HRM planning, job analysis, staffing, compensation, training and development, performance assessment, benefits, and labor relations. Discusses the interrelationships and ethical dimensions of human resource decisions within HR and across other functional areas within the organization.

*Prerequisite: BUSA 230*

**395, 495 Internship in Business Administration (3-6 credits)** This course provides an opportunity to further the professional career development of students. Placements are designed to utilize academic concepts in a work setting and to bring practical knowledge of a functioning business back to the classroom. . One internship of 3 or more credits may count as one elective toward the BUSA major or minor.

*Prerequisites: 60 credit hours completed, Business Administration majors or minors only, permission of the department, and satisfactory internship qualifications*

**440 Entrepreneurship (3 credits)** Students explore the role of entrepreneurship in today's business environment. This course integrates macro-economic analysis, marketing research, financial planning, strategy formulation and other functional business considerations. Topics include opportunity identification and analysis, acquisition assessment, identification of financing alternatives; deal structuring, business plan development and harvesting strategies. (EL)

*Prerequisites: BUSA 230, BUSA 240, AND BUSA 280*

**441 International Business (3 credits)** Students assume the role of general manager of a multinational business. In addition to learning the international aspects of the production, marketing, human resource and financing functions, students gain new knowledge related to dealing with foreign currencies, customers, workers and cultures.

*Prerequisites: BUSA 230, BUSA 240, AND BUSA 280.*

**480 Business Policy and Strategy (3 credits)** Students take the role of top management of a complex, multinational organization. Students draw upon their experiences as managers in various functional areas to deal with the larger organizational issues of corporate strategy, policy formulation, values, and vision.

*Prerequisites: BUSA 230, BUSA 240, BUSA 270, BUSA 280 AND 90 hours completed.*

**490 Senior Project (3 credits)** This course requires completion, in consultation with a business faculty member, of a research paper that demonstrates the ability to investigate and analyze some current business issue/topic and effectively communicate the results of that research. The project integrates business theory with practice, and should include the formulation of a hypothesis, complete with ethical considerations, capable of public defense.

*Prerequisites: BUSA 230, BUSA 240, BUSA 260, BUSA 270, BUSA 280 AND 90 hours completed.*

### **Integrative Business Administration Major Requirements**

Minimum credits: 33 credits in required courses; 15 credits in electives; minor credits vary by discipline (courses in certain minors may also satisfy major requirements).

<b>Core Courses in Business Administration</b>	<b>Three 300- or 400-level electives in Business Administration (minimum 9 credits)</b>	<b>Two specified Accounting courses</b>	<b>Two courses in Economics</b>	<b>Law and Ethics Cognate Requirement (students select <u>ONE</u> course from list below)</b>	<b>Critical Communication Cognate Requirement* (students select <u>ONE</u> course from list below)</b>	<b>Minor Specialization</b>
BUSA 101 Introduction to Business (grade of C minimum )	<i>Note: an approved BUSA internship of 3 credits or more (BUSA 395 or BUSA 495) may count as one of the three electives. A total of one 300- or 400-level course in ACCO, FINA, or ECON may be counted as an elective for the BUSA major; At least two electives (6 credits) must be in BUSA.</i>	ACCO 101 Financial Accounting	ECON 101 Principles of Microeconomics			Students work with their academic advisor to identify a minor in any discipline at the College <i>except</i> Business Administration that complements their professional goals. A double major also satisfies this requirement.
BUSA 230 Organizational Behavior		ACCO 102 Managerial Accounting	ECON 102 Principles of Macroeconomics			
BUSA 240 Marketing						
BUSA 270 Business Information Systems						
BUSA 280 Finance						
BUSA 480 Business Policy and Strategy						

\*A course chosen from this list cannot satisfy both the Critical Communication and Law and Ethics cognate requirements simultaneously.

#### **Law and Ethics Cognate Courses**

BUSA 310 Business Law I  
 BUSA 311 Business Law II  
 ECON 313 Classical Political Economy  
 HIST 104 Race and Ethnicity in American History  
 HIST 162 Health and Disease in Modern Global History  
 HIST 240 American Environmental Relations  
 HIST 241 Environmental Injustice  
 PHIL 271 Values and Society  
 PHIL 336 Ethics

POSC 107 Freedom, Equality, and Power  
 POSC 227 Justice and Virtue: Classical Political Ideas  
 POSC 247 Rights and Revolution: Modern Political Ideas  
 POSC 292 Public Policy  
 POSC 325 Global Environmental Governance  
 POSC 377 Seminar in Philosophy of Law  
 RELS 341 Religion and Medicine  
 RELS 347 Religion and Nature  
 SOCI 251 Race and Ethnicity

**Critical Communication Cognate Courses**

ARTH 104 World Art History III: Art of the Modern World  
 ENGL 115 Principles of Public Speaking  
 ENGL 190 Introduction to Literature and Criticism  
 ENGL 200 Business Writing  
 ENGL 205 Journalism  
 ENGL 213 Introduction to Creative Writing  
 ENGL 310 Creative Writing: Nonfiction  
 PHIL 201 Classics of Philosophy  
 PHIL 383 Modern Philosophy: Descartes to Kant

PHIL 236 Logic  
 PHIL 249 Existentialism  
 PHIL 250 Skepticism  
 PHIL 250 Scientific Philosophy  
 PHIL 370 Philosophy of Mind  
 PHIL 271 Values and Society  
 PHIL 273 Relativism  
 PHIL 336 Ethics

**Suggested sequence of courses for students majoring in Integrative Business Administration:**

<b>First Year</b>	<b>Second Year</b>	<b>Third/Fourth Year</b>
BUSA 101 Introduction to Business	ACCO 102 Managerial Accounting	300/400-level electives
ACCO 101 Financial Accounting	BUSA 230 Organizational Behavior	Critical Communication Cognate
ECON 101 Principles of Microeconomics	BUSA 240 Marketing	Law and Ethics Cognate
ECON 102 Principles of Macroeconomics	BUSA 270 Business Information Systems	BUSA 480 Business Policy and Strategy
	BUSA 280 Finance	Complete minor field of study
	Begin minor field of study	

## Quantitative Business Administration Major Requirements

Minimum credits: 36 credits in required courses; 15 credits in electives

Core courses in Business Administration	Three 300- or 400-level electives in Business Administration (minimum 9 credit hours)	Two specified Accounting courses or equivalent	Two course in Economics	Law and Ethics Cognate Requirement	Critical Communication Cognate*
BUSA 101 Introduction to Business (grade of C minimum)	<i>Note: an approved BUSA internship of 3 credits or more (BUSA 395 or BUSA 495) may count as one of the three electives. A total of one 300- or 400- level course in ACCO, FINA, or ECON may be counted as an elective for the BUSA major; at least two electives (6 credits) must be in BUSA</i>	ACCO 101 Financial Accounting (C minimum)	ECON 101 Principles of Microeconomics	Students must select <u>one</u> course from the list below	Students must select <u>one</u> course from the list below
BUSA 230 Organizational Behavior		ACCO 102 Managerial Accounting (C minimum)	ECON 102 Principles of Macroeconomics		
BUSA 240 Marketing					
BUSA 260 Quantitative Business (grade of C minimum)					
BUSA 270 Business Information Systems					
BUSA 280 Finance (grade of C minimum)					
BUSA 490 Business Senior Project					

\*A course chosen from this list cannot satisfy both the Critical Communication and Law and Ethics cognate requirements simultaneously.

### Law and Ethics Cognate Courses

BUSA 310 Business Law I  
 BUSA 311 Business Law II  
 ECON 313 Classical Political Economy  
 HIST 104 Race and Ethnicity in American History  
 HIST 162 Health and Disease in Modern Global History  
 HIST 240 American Environmental Relations  
 HIST 241 Environmental Injustice  
 PHIL 271 Values and Society  
 PHIL 336 Ethics

POSC 107 Freedom, Equality, and Power  
 POSC 227 Justice and Virtue: Classical Political Ideas  
 POSC 247 Rights and Revolution: Modern Political Ideas  
 POSC 292 Public Policy  
 POSC 325 Global Environmental Governance  
 POSC 377 Seminar in Philosophy of Law  
 RELS 341 Religion and Medicine  
 RELS 347 Religion and Nature  
 SOCI 251 Race and Ethnicity

### Critical Communication Cognate Courses

ARTH 104 World Art History III: Art of the Modern World  
 ENGL 115 Principles of Public Speaking  
 ENGL 190 Introduction to Literature and Criticism  
 ENGL 200 Business Writing  
 ENGL 205 Journalism  
 ENGL 213 Introduction to Creative Writing  
 ENGL 310 Creative Writing: Nonfiction  
 PHIL 201 Classics of Philosophy  
 PHIL 383 Modern Philosophy: Descartes to Kant

PHIL 236 Logic  
 PHIL 249 Existentialism  
 PHIL 250 Skepticism  
 PHIL 250 Scientific Philosophy  
 PHIL 370 Philosophy of Mind  
 PHIL 271 Values and Society  
 PHIL 273 Relativism  
 PHIL 336 Ethics

**Suggested sequence of courses for students majoring in Quantitative Business Administration:**

First Year	Second Year	Third/Fourth Year
BUSA 101 Introduction to Business	BUSA 230 Organizational Behavior	300/400-level electives
ACCO 101 Financial Accounting	BUSA 240 Marketing	Critical Communication Cognate
ACCO 102 Managerial Accounting	BUSA 260 Quantitative Business	Law and Ethics Cognate
ECON 101 Principles of Microeconomics	BUSA 270 Business Information Systems	BUSA 490 Senior Project
ECON 102 Principles of Macroeconomics	BUSA 280 Finance	

**Business Administration Minor Requirements**

Minimum credits: 17 in required courses; 3 in an elective

Five courses in Business Administration	One BUSA elective at 300- or 400-level	One specified accounting course or equivalent
BUSA 101 Introduction to Business		ACCO 101 Financial Accounting
BUSA 230 Organizational Behavior		
BUSA 240 Marketing		
BUSA 280 Finance		



## Chemistry

**Faculty:** Andrew J. Piefer (Chair); John Dudek; Mark S. Erickson; Wayne G. McMahon; Catherine E. Vincent

### Major

Chemistry

### Minor

Chemistry

### About

Chemistry, the study of matter, focuses on how substances are formed and transformed by chemical reactions. The study of chemistry gives students a working knowledge of chemical principles allowing them to perform chemical experiments; initiate and sustain research projects; and to think abstractly, conceptualizing reactions and relationships as they analyze data and draw conclusions. The student gains an appreciation for the methods and spirit of modern science.

The Chemistry Department, whose program is approved by the American Chemical Society's Committee on Professional Training, offers Chemistry majors two tracks of study:

- **Bachelor of Science:** This track is recommended for students anticipating graduate study in chemistry or careers in industrial chemistry and normally is taken for departmental certification to the American Chemical Society.
- **Bachelor of Arts:** this track offers a broader general education, which has fewer required courses in the major program. It is recommended for students desiring careers in areas where chemistry knowledge is useful but not necessarily the main focus, like secondary education, health professions or law.

Students pursuing either track obtain a broad base in chemistry through required courses in analytical, inorganic, organic and physical chemistries, biochemistry, mathematics and physics. Upper level courses, including an original senior research project, enable students to probe more deeply into specific areas.

Majors in the B.S. and B.A. programs complete a yearlong senior thesis research project, which culminates in oral and written reports of their findings. The senior research project is full-time during January Term. The research projects may be carried out on campus or at an approved off-campus research facility.

The department faculty believe strongly that experimental work and research are central in the development of a scientist and regard laboratory study as the strongest aspect of the Chemistry program. To facilitate such study, all Chemistry students in laboratory work beginning in their first year and continuing throughout their college career use modern equipment and instruments.

To further promote the development of research skills, students are encouraged to participate as early as possible in ongoing faculty research projects and to design their own projects as their abilities increase. In addition, there are opportunities for collaborative research or internships in the Hartwick Center for Craft Food and Beverage or nearby university, hospital, and industrial laboratories. Majors also may take advantage of

internships in a variety of career fields that require a knowledge of chemistry.

Chemistry majors have a wide range of career options available to them. Bachelor of Science majors may opt directly for careers in industry in areas such as chemical analysis, pollution control, research and development in manufacturing, and product quality control. They also may pursue advanced study in chemistry, which can lead to a wide range of careers in research, college teaching or industrial management.

Majors with a Bachelor of Arts may choose such careers as environmental analysis, industrial sales, business administration, geochemistry, high school teaching, art conservation, and political consulting. Alternately, one may pursue professional studies in optometry, dentistry, medicine, engineering, and law.

## Chemistry Courses

**100 Chemistry in Today's Society (3 credits)** (3 one-hour lectures weekly) Selected areas of chemistry designed to enable the student to understand better the role of chemistry and technology in modern society. The course will examine such areas as polymers, and their role in everyday products; acids and bases in household products; radioactivity, its use and abuse; and petrochemicals, energy and other uses. Open only to students with no college chemistry credit. (*SCI*)

**102 Chemistry in Today's Society with 2-hour lab (4 credits)** (3 one-hour lectures and 1 two-hour laboratory weekly) Selected areas of chemistry designed to enable the student to understand better the role of chemistry and technology in modern society. The course will examine such areas as polymers, and their role in everyday products; acids and bases in household products; radioactivity, its use and abuse; and petrochemicals, energy and other uses. This course also includes a laboratory component where students will explore and apply chemical concepts in a laboratory setting. Open only to students with no college chemistry credit. (*LAB*)

**103 Introduction to General Chemistry I (3 credits)** This is the first course of a two course sequence for students desiring to complete the CHEM 107/108 General Chemistry sequence over a total of 3 semesters. CHEM 103 will cover the first half of CHEM 107 at a slower pace and will emphasize the mathematical techniques and the problem solving skills necessary to succeed in Chemistry. The goal of the course will be for students to develop proficiency in unit conversions and mole calculations. The majority of class time will be spent as a workshop with students actively solving problems. Successful completion of both CHEM 103 and CHEM 104 will be the equivalent of CHEM 107 for degree requirements. (*SCI*)  
*Prerequisites: instructor is permission required.*

**104 Introduction to General Chemistry II with 3-hour lab (3 credits)** This is the second course of a two course sequence for students desiring to complete the CHEM 107/108 General Chemistry sequence over a total of 3 semesters. CHEM 104 will cover the second half of CHEM 107 at a slower pace and will emphasize the mathematical techniques and the problem solving skills necessary to succeed in Chemistry. The goal of CHEM 104

will be for students to develop proficiency in chemical structure (Lewis Dot and VSEPR) and understand the nature of gases. Laboratory experiments will reinforce chemistry concepts covered in CHEM 103 and 104. Successful completion of both CHEM 103 and CHEM 104 will be the equivalent of CHEM 107 for degree requirements. (LAB)

*Prerequisites: Grade of "C" or better in CHEM 103*

**105 Fundamentals of General, Organic, and Biological Chemistry (3 credits)** (3 one-hour lectures and 1 three-hour laboratory weekly) An introduction to those basic principles and facts needed for an understanding of the chemistry of the human body, in particular, and of life systems, in general. This course is designed primarily for nursing majors or persons in the humanities or social sciences who are interested in health-related topics and who desire a broader survey of chemistry than is usually provided by a traditional chemistry course. Major areas include some background principles that apply to all chemistry, some background chemistry of carbon compounds (organic), and the fundamentals of human biochemistry. (SCI)

*Corequisite: CHEM 105L*

*Prerequisites: instructor is permission required.*

**105L Fundamentals of General, Organic, and Biological Chemistry Laboratory (1 credit)** (1 three-hour laboratory weekly) Students perform weekly laboratory experiments to explore and apply concepts covered in the lecture component of the course. A passing grade in CHEM 105L is required for completion of CHEM 105 (LAB)

*Corequisite: CHEM 105*

**107, 108 General Chemistry (3 credits)** (3 one-hour lectures weekly) Basic principles and calculations of chemistry. Topics include major reaction types, reaction stoichiometry, thermodynamics, chemical kinetics, atomic and molecular structure and properties, chemical equilibrium, electrochemistry, and selected topics in descriptive inorganic chemistry. The main emphasis is on problem solving and the interpretive application of principles. (SCI)

*Corequisites: CHEM 107L, 108L.*

*Prerequisites: high school chemistry and at least Level 3 on MATH Placement Exam, or with permission of instructor. CHEM 107 is a prerequisite for CHEM 108.*

**107L, 108L General Chemistry Lab (1 credit)** (1 three-hour laboratory weekly) Students perform weekly laboratory experiments to explore and apply concepts covered in the lecture component of the course. A passing grade in CHEM 107L and CHEM 108L is required for completion of CHEM 107 and CHEM 108. (LAB)

*Corequisites: CHEM 107, CHEM 108*

**109 Accelerated General Chemistry (4 credits)** (3 two-hour integrated lab-lectures weekly) This course is designed for students who have a strong high school chemistry background, and will consolidate the more challenging aspects of CHEM 107 and 108. It therefore satisfies the 107108 prerequisite for enrollment in upper level science courses, and is not open to students who already have completed 107-108. Topics include

atomic and molecular structure, stoichiometry, thermodynamics, equilibrium, and kinetics. (LAB)

*Prerequisites: high school chemistry, three years of high school mathematics and permission of the Department of Chemistry.*

**150 Topics in Chemistry (3-4 credits)** Special topics of interest are presented through lecture/discussion for non-majors. These topics may vary from semester to semester. If the course has a laboratory included, it will fulfill the general College laboratory requirement.

**201, 202 Organic Chemistry (3 credits)** (3 one-hour lectures weekly) A study of the preparation and properties of the compounds of carbon. Modern theories are used to interpret structures and reactions. (SCI)

*Corequisites: CHEM 201L, CHEM 202L*

*Prerequisites: CHEM 107 AND CHEM 108, OR CHEM 109; CHEM 201 is prerequisite for CHEM 202.*

**201L, 202L Organic Chemistry Lab (2 credits)** (1 four-hour laboratory weekly) Students perform weekly laboratory experiments to explore and apply concepts covered in the lecture component of the course. A passing grade in CHEM 201L and CHEM 202L is required for completion of CHEM 201 and CHEM 202. (LAB)

*Corequisites: CHEM 201, CHEM 202.*

**203 Analytical Chemistry (3 credits)** (3 one-hour lectures weekly) Analytical Chemistry is a study of the art and science of determining the presence and concentration of chemical compounds in diverse samples. This course covers the modern practice of analytical chemistry. (SCI)

*Corequisite: CHEM 203L*

*Prerequisite: CHEM 108 OR CHEM 109*

**203L Analytical Chemistry Lab (2 credits)** (1 four-hour laboratory weekly) Students perform weekly laboratory experiments to explore and apply concepts covered in the lecture component of the course. A passing grade in CHEM 203L is required for completion of CHEM 203. (LAB)

*Corequisite: CHEM 203*

**210 Inorganic Chemistry I (3 credits)** (3 one-hour lectures weekly) This course focuses on the chemistry of the elements, including electronic structure, bonding and molecular structure, ionic solids, coordination compounds, the origins of the elements, and the descriptive chemistry of the elements. Topics also include inorganic synthesis, materials science, industrial chemistry, and an introduction to bioinorganic chemistry. (SCI)

*Corequisite: CHEM 210L*

*Prerequisite: CHEM 108 OR CHEM 109*

**210L Inorganic Chemistry Lab (2 credits)** (1 four-hour laboratory weekly) Students perform weekly laboratory experiments to explore and apply concepts covered in the lecture component of the course. A passing grade in CHEM 210L is required for completion of CHEM 210.

*Corequisite: CHEM 210 (LAB)*

**292 Sophomore Year Research (2 credits)** Each student shall work the equivalent of one afternoon per week on a laboratory research project associated with a member of the Chemistry faculty. Prerequisite: permission of the Department of Chemistry.

**303, 304 Physical Chemistry (3 credits)** (3 one-hour lectures weekly) Advanced theories, laws and principles of chemistry. The course will include thermodynamics, electrochemistry, molecular structure, kinetics and spectroscopy. (SCI)

*Corequisites: CHEM 303L, CHEM 304L.*

*Prerequisites: CHEM 108 OR CHEM 109; MATH 233; PHYS 140, PHYS 141 OR PHYS 201, PHYS 202 (or by permission of the instructor). CHEM 303 is a prerequisite for CHEM 304.*

**303L, 304L Physical Chemistry Lab (2 credits)** (1 four-hour laboratory weekly) Students perform weekly laboratory experiments to explore and apply concepts covered in the lecture component of the course. A passing grade in CHEM 303L and CHEM 304L is required for completion of CHEM 303 and CHEM 304. (LAB)

*Corequisites: CHEM 303, CHEM 304*

**390 Junior Seminar (1 credit)** (1 one-hour meeting weekly) This course is designed to give each student a basis for understanding and beginning the planning process to perform a senior research project. Should be taken before CHEM/BIOC/ENCH 490.

**391 Junior Research (3–4 credits)** (5 seven-hour labs weekly, January Term) A full time research course. Each student shall work full time on a laboratory research project at the junior level, developed in collaboration with a member of the chemistry faculty, or a person approved by the chemistry faculty, at some outside research agency. The project includes laboratory work, reading and oral reports on papers in the primary chemical literature, oral and written reports on the work done. (LAB)

*Prerequisite: permission of the Department of Chemistry.*

**392 Junior Year Research (2 credits)** Each student shall work the equivalent of one afternoon per week on a laboratory research project associated with a member of the Chemistry faculty.

*Prerequisite: permission of the Department of Chemistry.*

**404 Instrumental Methods of Analysis (3 credits)** (3 one-hour lectures weekly) The theory and use of modern instrumentation in analytical chemistry. Topics include methods based upon absorption of electromagnetic radiation, chromatographic separations and mass spectrometry. Laboratory emphasizes hands-on use of analytical instrumentation. (SCI)

*Corequisite: CHEM 404L*

*Prerequisites: CHEM 203 AND CHEM 303*

**404L Instrumental Methods of Analysis Lab (2 credits)** (1 four-hour laboratory weekly) Students perform weekly laboratory experiments to explore and apply concepts covered in the lecture component of the course. A passing grade in CHEM 404L is required for completion of CHEM 404. (LAB)

*Corequisite: CHEM 404*

**410 Advanced Inorganic Chemistry (3 credits)** (3 one-hour lectures weekly) Modern theoretical and descriptive inorganic chemistry with emphasis on physical and chemical principles.

*Prerequisites: CHEM 303 AND CHEM 304.*

**450 Selected Topics in Advanced Chemistry (3 credits)** (3 one-hour lectures weekly) Topics studied selected according to interest and needs of individual students. Topics could be in any field of chemistry covered by our faculty including analytical, biological, environmental, inorganic, organic, or physical chemistry. Possible topics include polymer synthesis, natural compounds, medicinal products, quantum mechanics, chemical applications of group theory, electrochemistry, radiochemistry, contaminant remediation, hazardous waste treatment, toxicology, and atmospheric chemistry. Subjects examined in depth by discussions, reading, and problems with emphasis on current literature. Offered on petition of at least three students.

*Prerequisites: Based on topic and in consultation with instructor.*

**490 Senior Thesis Research Fall (1 credit)** The first part of a year-long research project. The student must develop an original research idea into an oral and written research proposal to be approved by the chemistry department and must begin working on the research project.

**490 Senior Thesis Research January (3–4 credits)** A full-time research course. Each student shall work full time on a senior-level laboratory research project developed in collaboration with a member of the chemistry faculty.

**490 Senior Thesis Research Spring (1 credit)** The third part of a year-long research project. The student must complete the experimental portion of the project, interpret data collected, and report the findings of the research orally in an open forum and as a written thesis.

**A.C.S.-Approved Chemistry Major Requirements:**

12\* courses in Chemistry and 4 in Mathematics and Physics, distributed as follows:

\*Number of courses required is reduced by one if CHEM 109 Accelerated General Chemistry is taken instead of CHEM 107 General Chemistry I, CHEM 108 General Chemistry II.

<b>Introductory courses</b>	<b>Six core courses</b>	<b>Four advanced-level courses</b>	<b>Two Mathematics courses</b>	<b>Two Physics courses</b>
CHEM 107 General Chemistry I <b>OR</b> CHEM 103 Introduction to General Chemistry I <b>AND</b> CHEM 104 Introduction to General Chemistry II  <b>AND</b> CHEM 108 General Chemistry II <b>OR</b> CHEM 109 Accelerated General Chemistry	CHEM 201 Organic Chemistry  CHEM 202 Organic Chemistry II  CHEM 203 Analytical Chemistry  CHEM 210 Inorganic Chemistry CHEM 303 Physical Chemistry I  CHEM 304 Physical Chemistry II	CHEM 404 Instrumental Methods  CHEM 410 Advanced Inorganic  CHEM 490 Senior Thesis Research (Fall, January, Spring)  BIOC 405 Biochemistry I (BIOC 405L is optional)	MATH 121 Single Variable Calculus  MATH 233 Multivariable Calculus	PHYS 201 General Physics I  PHYS 202 General Physics II

**B.A. in Chemistry Major Requirements**

9\* courses in Chemistry and 4 in Mathematics and Physics, distributed as follows:

\*Number of courses required is reduced by one if Accelerated General Chemistry is taken instead of General Chemistry I, II.

<b>Introductory courses</b>	<b>Five core courses</b>	<b>Two senior-level courses</b>	<b>Two Mathematics courses</b>	<b>Two Physics courses</b>
CHEM 107 General Chemistry I <b>OR</b> CHEM 103 Introduction to General Chemistry I <b>AND</b> CHEM 104 Introduction to General Chemistry II  <b>AND</b> CHEM 108 General Chemistry II <b>OR</b> CHEM 109 Accelerated General Chemistry	CHEM 201 Organic Chemistry I  CHEM 202 Organic Chemistry II  CHEM 203 Analytical Chemistry  CHEM 210 Inorganic Chemistry  CHEM 303 Physical Chemistry I	BIOC 405 Biochemistry I (BIOC 405L is optional)  CHEM 490 Senior Thesis Research (6 credits)	MATH 121 Single Variable Calculus  MATH 233 Multivariable Calculus	PHYS 201 General Physics I <b>AND</b> PHYS 202 General Physics II <b>OR</b> PHYS 140 Principles of Physics I <b>AND</b> PHYS 141 Principles of Physics II

**Chemistry Minor Requirements**

9\* (\*see above) courses distributed as follows:

<b>Six* Chemistry courses</b>	<b>One Mathematics course</b>	<b>Two Physics courses</b>
CHEM 107 General Chemistry I <b>OR</b> CHEM 103 Introduction to General Chemistry I <b>AND</b> CHEM 104 Introduction to General Chemistry II  <b>AND</b> CHEM 108 General Chemistry II <b>OR</b> CHEM 109 Accelerated General Chemistry  CHEM 201 Organic Chemistry I  CHEM 202 Organic Chemistry II <b>OR</b> CHEM 210 Inorganic Chemistry I  CHEM 203 Analytic Chemistry  CHEM 303 Physical Chemistry I <b>OR</b> ENCH 315 Environmental Chemistry <b>OR</b> BIOC 405 Biochemistry I	MATH 121 Single Variable Calculus	PHYS 201 General Physics I <b>AND</b> PHYS 202 General Physics II <b>OR</b> PHYS 140 Principles of Physics I <b>AND</b> PHYS 141 Principles of Physics II

## **Cognitive Science**

**Faculty:** Stefanie Rocknak (Philosophy)

**Program Coordinator**

Stefanie Rocknak (Philosophy)

**Major**

N/A

**Minor**

Cognitive Science

**About**

There has always been a fascination with how the mind works. How is information and knowledge represented in the mind? What is the nature of intelligence? How do we acquire and use language? How do we learn and reason? Can we build robots that perceive, solve problems, and make decisions like humans? How do brain lesions affect cognition? How is the human brain different from the brain of other animals? Questions such as these drive the field of cognitive science. In recent decades, researchers from a variety of disciplines (e.g., neuroscience, cognitive psychology, philosophy, artificial intelligence, linguistics, anthropology, religious studies, etc.) have joined forces to tackle these topics, acknowledging the limitations of each discipline in isolation, and recognizing the value in interdisciplinary contributions.

Students who minor in cognitive science will find this field has unlimited potential for future careers in industry as well as in academia in areas such as: computer industry (robotics, artificial intelligence, expert systems, language understanding, virtual reality, computer graphics, programming, analysts, etc.), biotechnology (e.g., cognitive neuroscience, biomolecular/genetic computing), medicine/medical research, clinical psychology/psychiatry (learning disabilities, dyslexia, autism, learning and memory, psycho pharmacy, psychotherapy,) education (curriculum, language acquisition, cognitive development, learning disabilities), human-computer interface design, human factors (tool design, telecommunications, work-place safety), language (speech pathology, language instruction), language translation and cross-cultural interpretation, lexicography (building dictionary databases, search engines, etc.), business, art, music, etc.

### **Cognitive Science Courses**

**COGS 490 Capstone Project (1-4 credits)** Students begin by choosing a topic for a paper or research project that is related to Cognitive Science. Next, they choose a Cognitive Science Faculty Supervisor. Working together, the student and the advisor determine the number of credits for the project. In the course of completing their project, students will be encouraged to apply the knowledge and analytical skills they have acquired while pursuing the minor in Cognitive Science.

### **Cognitive Science Minor Requirements**

<b>Foundations Courses</b>	<b>At least 3 credits of electives selected from</b>	<b>Capstone Project (1-4 credits)</b>
PSYC 304 Cognitive Psychology	PSYC 250 Theory of Mind	COGS 490 Capstone Project
PSYC 305 Biopsychology	PSYC 250 Language and the Mind	
PHIL 370 Philosophy of Mind	PSYC 250 Language Acquisition	
CISC 110 Lego Robotics <b>OR</b> CISC 120 Cracking the Code <b>OR</b> CISC 118 Game Programming	CISC 135 Visual Programming	
	PHIL 236 Logic	
	PHIL 249 Existentialism	
	PHIL250 Language and Perception	
	PHIL 350 Analytic Philosophy	
	PHYS 129 Physics of Everyday Objects	
	RELS 250 Philosophy of Consciousness India	

## Computer Science

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**Department Chair:** Howard Lichtman

**Faculty:** Howard Lichtman, Robert C. Gann

### Major

Computer Science

Cyber-Security Track

### Minor

Computer Science

### About

An understanding of computers, as well as the world in which they are being used, is essential in the technologically and culturally complex world of the 21st century. As computers have become valuable tools in nearly every field, it is important that those involved in their development and use understand not only the technology but also the human needs they can serve and the greater implications for society. The study of computers within the framework of a liberal arts and sciences education can provide this understanding. In addition, students majoring in other disciplines will find a knowledge of computers useful in their future careers—whether they plan to become educators or scientists, artists or economists. And working with computers can strengthen logic and problem-solving skills that will prove valuable in both their personal and professional lives.

The major in Computer Science has been completely reimagined to prepare students for the modern computing world they will experience after graduation. What is your interest in the computer field? The Computer Science major at Hartwick College will prepare you to do more than you may have thought possible. It is for the student who wants to work on the cutting edge in developing the software necessary to run the computers of tomorrow, but also for the student that is looking to become a cyber-security professional or anything in-between. Students develop proficiency through the hands-on approach utilized by the faculty of the Computer Science department. Liberal arts in practice is what we stand behind and students will develop a broad and deep understanding of computer security, operating systems, computer architecture, programming languages, and database concepts just to name a few areas. Electives are chosen from exciting topics such as PC systems, computer ethics, parallel processing, artificial intelligence, microprocessors, mobile development, and optimization techniques. As a small department, the faculty members have the ability to quickly create new topics courses to meet current student interests.

The Computer Science major culminates with a required senior project that involves independent study in a selected area related to the focus of a student's major and future career plans. Courses in the humanities and social and behavioral sciences complement study in the Computer Science program. Students graduate understanding not only computers, but people, and how people and machines can work together to solve problems. Majors are encouraged to do internships that provide experience in the application of theoretical knowledge to real-life situations. The Computer Science department has internship co-op programs with several large businesses in the area to ensure that students get the experience they need to succeed. (While strongly recommended by the department, internships are not counted as one of the courses required for the major or minor.)

The Computer Science department offers students the option of completing a Cyber-Security track in the Computer Science major. By completing the major with some additional conditions met, students can set a focus to their studies that will help to prepare them for the exciting field of computer security. Unlike a traditional list of additional courses that students must take, this track allows students to approach the existing courses in the major with a mind towards the security field, while the requirements for the CompTIA Security+ certification and a security-based thesis project provide students with the skills and experience necessary to move into the security field after graduation.

To enhance the study of computer science at Hartwick, students in the major have access to the CISC Resource Center, affectionately known as the Clubhouse, which contains powerful servers loaded with lots of RAM, SSD hard drives, fast graphics cards, and the latest operating systems and software. The Resource Center is used for upper level class work and advanced development projects, as well as a place for Computer Science students to socialize or have a quiet place to work.

Interested in the three-year degree option at Hartwick College? The major in Computer Science can be completed in three years for students looking to reduce the overall cost of their education, or seeking to graduate as quickly as possible. The courses in the major have been structured to allow students the freedom to choose between the compressed three-year or the more traditional four-year option. Incoming students should plan to discuss their choice with their department advisor to ensure that all requirements are met for each semester.

Some Hartwick graduates with a major in Computer Science have gone on to do graduate study in their fields before beginning their careers. Others have begun work immediately in a variety of industries and businesses, in careers such as systems analysis, applications programming, computer security, database management, and project management.

Violation of the College Computer Use and Abuse Policy or misuse of College or Departmental computing resources can result in disciplinary action, including, but not limited to, dismissal from the major.

### Computer Science Courses

**106 Business Computing (3 credits)** A literacy course providing an introduction to the nature and use of computers and software in a business environment. Topics include information processing and the use of computers in problem-solving in the business world. Students learn to use the intermediate features of a word processor, spreadsheet, database, and presentation software to solve business problems and present their findings. This course is for students not planning to major or minor in computer science. (*QFR*)

**110 Lego Robotics Programming (4 credits)** An introductory course in robotics programming for students with no prior programming background. Covers the fundamentals of

programming then moves to the special topic of robotics programming. Robots must adapt their behavior based on input from the environment and simple algorithms. Students will build their robots and modify them to handle more sophisticated problems as the student progresses in programming ability. This course is not for students planning to major or minor in computer science. (*QFR*)

*Prerequisites: Instructor permission is required.*

**118 Game Programming (4 credits)** An introductory course in computer programming with an emphasis on game programming. Students will learn to program while creating simple computer games. Structured programming and object-oriented programming will be stressed. Students will learn how to deal with graphics, sound, and handle mouse and keyboard events. There will be a project at the end of the course. (*QFR*)

**120 Cracking the Code (4 credits)** An introductory course in computer programming. Emphasis is placed on problem solving, and the implementation of solutions using a modern programming language. Computer programming skills are enhanced through individual and student projects. Topics include the structure of programs; data types; input and output; operators and expressions; control of flow; methods and arrays. (*QFR*)

**160 Database Concepts (4 credits)** In today's electronic world the standard method of storing and accessing information is through the use of a database. This class will provide an overview of database systems, particularly relational and object databases. Topics covered will include basic principles of good database design, query languages, file and system structure, database security and integrity. Programming assignments and projects will use native SQL and SQL embedded in a higher level programming language.

*Prerequisite: CISC 120 OR CISC 118.*

**215 PC Systems (4 credits)** An introduction to PC hardware. This course will provide the student with the opportunity to explore the inner workings of a modern PC through lab assignments and lecture presentations. Topics include computer architecture, I/O subsystem, video system, microprocessors, memory, motherboards, secondary storage devices, system resources, networking hardware, as well as a survey of modern operating systems and their role in controlling hardware. Offered alternate years.

*Prerequisites: CISC 118 OR CISC 120 AND sophomore standing.*

**225 Advanced Programming Techniques (4 credits)** An advanced course in programming emphasizing object-oriented programming, data structures, and algorithms. Topics covered include object-oriented programming, stacks, queues, linked lists, searching, sorting, recursion, and multithreading.

*Prerequisite: At least a C in CISC 118 OR CISC 120.*

**240 Building Tomorrow's Software (4 credits)** Concepts of object-oriented and functional programming. Topics covered will include the development and analysis of algorithms, data structures, object-oriented programming, and functional

programming. Students will do numerous significant programming projects to learn the principles of software engineering. Offered alternate years.

*Prerequisite: At least a C in CISC 225.*

**260 Designing Information Systems (4 credits)** An introduction to software engineering and the system development life cycle. Topics include techniques for describing process flows, data flows, file design, input/output design and program specification. Emphasis will be placed on information gathering and reporting activities, on the analysis phase and the interaction between the various participants in the system process. There will be a group project. Offered alternate years.

*Prerequisite: CISC 225*

**315 Big Data / Informatics (4 credits)** The field of computer science is experiencing a transition from computation-intensive to data-intensive problems, wherein data is produced in massive amounts by large sensor networks, new data acquisition techniques, simulations, and social networks. Efficiently extracting, interpreting, and learning from very large datasets requires a new generation of scalable algorithms as well as new data management technologies. Data sets that have the potential to grow rapidly need to be manageable. This course provides the knowledge to use new Big Data tools and techniques as well as learn ways of storing information that will allow for efficient processing and analysis for informed decision-making. Students will learn techniques to store, manage, process and analyze massive amounts of unstructured data. Offered alternate years.

*Prerequisites: CISC 225 AND CISC 160 OR permission of the instructor.*

**320 Computing in the Cloud (4 credits)** An introduction to modern computer operating systems. Topics covered will include setting up and administering networked computer systems such as Linux, Mac OS, Windows, as well as the implementation and use of cloud based systems. There will be numerous projects during the course. Offered alternate years

*Prerequisite: CISC 225 OR permission of the instructor.*

**325 Data Structures (4 credits)** An advanced course in data structures, algorithm design, and analysis. Data structures covered include stacks, queues, linked lists, binary trees, graphs, heaps, hash tables, and B-trees. Algorithms include searching, sorting, hashing, and other algorithms for information storage and retrieval.

*Prerequisites: CISC 225.*

**330 Computer Networks (4 credits)** An overview of data communication and computer networking. The course will provide an introduction to the concepts, terminology, and technology of electronic communications. Local and wide area networks, the Internet, intranets, and extranets, as well as the modern communication systems will be examined and discussed in detail. Topics include the OSI and TCP/IP models, digital and analog signals, modulation techniques, multiplexing, routing, protocols, network structure and architecture. Offered alternate years.

*Prerequisite: CISC 225.*

**345 Computer Security (4 credits)** A comprehensive introduction to computer security. Topics covered include network reconnaissance, network scanning, application attacks, operating system attacks, network attacks, denial-of-service attacks, Trojan Horses, backdoor programs, rootkits, computer viruses. Students will learn how vulnerabilities are exploited, and how to prevent, detect, and respond to an attack. Offered alternate years.

*Prerequisite: CISC 225 OR permission of the instructor.*

**350 Topics in Computer Science (4 credits)** Possible topics include computer simulation, mobile application development, parallel programming, computer ethics, distributed systems, advanced game programming, robotics, and expert systems. Offered when there is sufficient student interest.

*Prerequisite: CISC 225 OR permission of the instructor.*

**380 Web Development (4 credits)** Addresses programming for the Web as a business tool. Primary emphasis is on learning the tools required to build a professional quality Web site. There are many different technologies available and they change regularly. Languages for client side and server side programming will be covered. The course builds on knowledge of Systems Analysis & Design, Database systems and traditional programming techniques as a starting point.

*Prerequisites: CISC 160, CISC 225.*

**430 Operating Systems (4 credits)** An advanced course covering the principles of modern operating systems. Topics covered include history of operating systems, operating system design, resource management, processor scheduling, memory management, and file systems. There will be numerous programming projects.

*Prerequisite: CISC 225.*

**460 Project Management (4 credits)** An introduction to project management in the systems development life cycle. Provides an understanding of the purpose, methods, and benefits of process management by exposing the student to the concepts, practices, processes, tools, and techniques used in process management for software development. The class is project oriented, with teams focused on specific projects during the semester. Emphasis will be placed on the use of structured analysis and design techniques to produce design specifications. Student projects will focus on the programming and testing of information systems that satisfy user requirements. Offered alternate years.

*Prerequisites: CISC 260 OR permission of the instructor.*

**490 Senior Project (3 credits)** Supervised independent study with oral and written presentations. Provides students the opportunity to complete a major software or research project. Students may select topics from such areas as computer security, programming languages, compilers, systems analysis and design, dynamic Web site creation using JSP or ASP, mobile device programming, network design and implementation, robotics programming, database systems, server clustering and encryption, and artificial intelligence. May involve a programming project.

*Prerequisites: senior standing and permission of the department.*

**491 Senior Seminar (1 credit)** A seminar class to help prepare students completing a thesis project for the job market they will face after graduation. Topics will include resume preparation, portfolio management, and technical interview skills.

*Prerequisite/Corequisite: CISC 490 can be taken concurrently.*

**Computer Science Major Requirements:**

15 courses in Computer Science, Business, and Mathematics, as follows:

<b>Core curriculum</b>	<b>One CISC elective 200-level or above</b>	<b>Required cognates</b>
CISC 120 Cracking the Code <b>OR</b> CISC 118 Game Programming		MATH 108 Statistics <b>OR</b> MATH 121 Single Variable Calculus
CISC 160 Database Concepts		BUSA 101 Introduction to Business <b>OR</b> ACCO 101 Financial Accounting
CISC 225 Advanced Programming Techniques		
CISC 240 Building Tomorrow's Software		
CISC 260 Designing Information Systems		
CISC 315 Big Data/Informatics		
CISC 320 Computing in the Cloud		
CISC 330 Computer Networks		
CISC 345 Computer Security		
CISC 460 Project Management		
CISC 490 Thesis Project		
CISC 491 Senior Seminar		

**Computer Science Minor Requirements:**

Six courses in Computer Science, distributed as follows:

<b>Three core Computer Science courses</b>	<b>Three of the following</b>
CISC 120 Cracking the Code <b>OR</b> CISC 118 Game Programming  CISC 225 Advanced Programming Techniques	CISC 240 Building Tomorrow's Software CISC 260 Designing Information Systems CISC 320 Computing in the Cloud CISC 315 Big Data/Informatics CISC 330 Computer Networks CISC 345 Computer Security CISC 460 Project Management

**Cyber-Security Track Requirements:**

The Cyber-Security track allows students to focus part of their course work in a specific area of the computer field, providing additional insight, experience, and specialization in computer security.

<b>Complete all regular requirements for CISC major</b>	<b>Maintain 3.0 Major GPA</b>	<b>CISC 330 (must complete an additional security-based project)</b>	<b>CISC 345 Computer Security (must pass Security + Certification exam)</b>	<b>Security-based independent project in two additional CISC courses (200-level or above)</b>	<b>CISC 490 Security-based Thesis Project</b>
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## Criminal Justice

**Interim Department Chairs:** Laurel Elder (Political Science) and Amy Forster-Rothbart (Political Science)

**Faculty:** Reid M. Golden; Elena Chernyak; Ryan Ceresola; Barbara Smith; *Adjunct Faculty:* Amber Cohen

### Major

Criminal Justice

### Minor

Criminal Justice

### About

Those who major in criminal justice will understand the inner workings of the criminal justice system on a practical level, as well as the key theories behind criminality and the way the United States enacts laws and punishments at a scholarly level. With a major in Criminal Justice, one will be able to:

- Identify, apply, and evaluate traditional and contemporary criminological theories.
- Describe and understand modern patterns of crime, victimization, and punishment in the United States.
- Investigate issues related to criminology using analytical methods.
- Consider the ramifications of criminal activity, punishment, and incarceration on society in general as well as on specific subsections of society.

With a focus on some of the most cutting-edge issues in criminological research, our major offers courses on policing, corrections, juvenile delinquency, and many other sub-topics such as white-collar crime and political corruption. Additionally, we bring in outside scholars and practitioners to discuss key issues related to criminology. Through it all, our professors listen to students and work to incorporate their interests and goals into the broader curriculum of the program through outside speakers, internship opportunities, or one-on-one research projects.

Notably, the major situates itself in a Post-Ferguson context. We understand the heightened racial context of policing and the criminal justice system, and seek to take that into consideration in our understanding of the law. Courses for this major will take into account news stories, current debates, and recent literature on criminology, securing your understanding of classic and contemporary issues.

Finally, while we are primarily driven by a focus on sociological/criminological theory, we also know that an important aspect of one's post-college life is their career. With that in mind, when we teach, we teach towards practical, hands-on applications. A major in criminal justice does not train you for one specific task, but instead prepares you for a variety of careers in the criminal justice.

Those who graduate with a Criminal Justice major will have the knowledge and skills to begin careers at local, state, or federal levels in the form of police officers, probation officers, correctional officers, victim advocates, and related careers. Alternatively, students will be prepared to continue their studies in graduate programs in sociology, criminal justice, criminology, or law.

## Criminal Justice Courses

**110 Introduction to Criminal Justice (3 credits)** This course is designed to introduce students to the American criminal justice system and the role of the police, the courts, and correctional facilities within that system. It focuses on the history and the primary duties of our justice system in America while briefly introducing conceptions of justice as well as definitions of, measurement of, and causes of crime. Within the detailed discussions of the police, the courts, and corrections particular attention is paid to current debates within each of these criminal justice agencies.

**150 Topics in Criminal Justice (3 credits)** Special topics of current interest will be considered in depth.

**210 Deviance and Social Control (3 credits)** This course will introduce you to the central sociological concepts of deviance, self-control, power, identity construction, and identity management. We will use the topic of deviance to explore how groups of people have the power to shape the social definitions of other people's actions and behaviors. We also will examine the consequence, identity formation, and meaning in everyday life for those who are defined as "deviant." Although the primary theoretical orientation of the class is social constructionist, we will examine the other important theoretical contributions of the broader field to the study and understanding of why people deviate or are identified as deviant. (*ILS*)

*Prerequisite: SOCI 105 AND CRMJ 110*

**245 Introduction to the Law (3 credits)** The course examines the history and principles of civil and criminal law and will prepare students for further study of the legal system. Students are introduced to judicial decisions, legal analysis and the case method of study. The course will integrate the analysis of case law, statutes and social science empirical research. It includes comprehensive coverage of three areas of law —1. Substantive law, 2. Constitutional issues evoking tensions between governmental authority and individual liberties, and 3. Constitutional procedure, including the incorporation of Bill of Rights protections to the States and trial by jury. The course explores such topics as abortion, euthanasia, capital punishment, freedom of expression, rights of intimate association, and equal protection issues. Students will read legal scholars and court researchers including classical and theoretical studies of the court system as well as more applied policy studies which include a focus on the American jury, judges and the courtroom workgroup. The course focuses on the role and purposes of the law, the sources of law, the various types of law, and the state and federal court system structure and operations. The course will also examine the responsibilities of legal system decision-makers, legislators, state representatives, victim advocates, and jurors, and issues like disparity and discrimination in the court system. Issues raised will include the element of wide discretion exercised by decision makers and the issues of race and gender.

*Prerequisite: SOCI 105 AND CRMJ 110*

**250 Topics in Criminal Justice (3 credits)** Special topics of current interest will be considered in depth.

**310 Criminology (3 credits)** This course examines criminal behavior and the measures intended to control it. Major emphasis is placed upon social factors that contribute to such behavior, and criminal justice system efforts to combat criminal behavior. Attention is also given to current trends in criminal behavior and criminal justice policy, and the evaluation of these from the perspective of different sociological theories. *(ILS)*

*Prerequisite: SOCI 105 AND CRMJ 110*

**320 Juvenile Delinquency (3 credits)** This course offers an introductory survey of the study of juvenile delinquency and the Juvenile Justice system in the U.S. Crucial to this examination is a framework based upon the understanding of two central issues: the social definition of adolescent years in American society, and how the justice system treats behavior which society views as unacceptable or deviant. To this end, this course focuses on: the social status of juveniles of different status positions and the often conflicting expectations and opportunities for those adolescents in contemporary American society, the operation of the juvenile justice system in the formal and informal decision making and processing of that form of juvenile behavior broadly defined as "delinquency," current dimensions and trends, differing major theoretical perspectives which have been developed to explain juvenile delinquency, and the range of options society has available to help prevent, treat, and/or punish "delinquent" behavior. *(ILS)*

*Prerequisite: SOCI 105 AND CRMJ 110*

**330 Policing in a Democratic Society (3 credits)** This course is designed to provide students with an in depth look at policing in America including the origins and history and an examination of policing and the rule of law in a democracy. It also focuses on the role of both research and practice in implementing different models of modern day policing such as Community Policing, Problem Oriented Policing, Broken Windows, Zero Tolerance, Hot Spots, Targeted Interventions, and Compstat. Policing is seen from three perspectives: the police -officer-citizen interaction, the agency-community relationship, and the legal and ethical questions of policing in a democratic society. The course analyzes the current role of police in today's criminal justice system, and issues regarding police recruitment, diversity, misconduct, stop and frisk, racial profiling and use of force. The course is designed to appeal to anyone who desires a greater understanding of the criminal justice system and the role played by police officers as well as offering guidance to students who wish to pursue careers in law enforcement.

*Prerequisite: SOCI 105 AND CRMJ 110*

**340 Punishment and Corrections (3 credits)** This course is designed to provide students with an in depth look at the current correctional systems in America, the problems faced within these systems, and community alternatives to imprisonment. The course will begin with the utilitarian and retributive theories of why and how we punish: Retribution, Deterrence, Incapacitation

and Rehabilitation. It will review the history of prisons. It will focus on America's populist punitive policies of mass incarceration embodied in the persistent felon three strikes laws and mandatory drug sentences. It will analyze current bipartisan efforts to scale back on policies which have caused the overcrowding of prisons and which disproportionately burden African, Latino and disadvantaged families and communities with disenfranchisement and social disorganization. The course will examine probation, community corrections, parole, reentry, the administration of prisons and jails, prison riots and gangs, diversity of personnel and management, prisoner rights, the "New Jim Crow phenomena," and the death penalty controversy. The course is designed to appeal to anyone who desires a greater understanding of the criminal justice system, as well as offering guidance to students who wish to pursue careers in corrections.

*Prerequisite: SOCI 105 AND CRMJ 110*

**350 Topics in Criminal Justice (3 credits)** Special topics of current interest will be considered in depth.

**360 White Collar Crime (3 credits)** This course explores the history, definitions, categories, and trends of White Collar Crime (WCC) with an emphasis on corporate crime, political corruption, and an examination of how the American culture is uniquely situated to understand WCC in a particular way. The course includes a discussion of the impact of WCC, the nature of white collar and organized criminals, theories of WCC, and WCC sentencing and deterrence, among other topics. *(ILS)*

*Prerequisite: CRMJ 110 AND CRMJ 310*

**390 Quantitative Analysis in Criminal Justice (4 credits)** Similar to SOCI 383 this course is designed to introduce students to the central issues and strategies involved in the collection and analysis of quantitative data but with an emphasis on survey research, experimental designs, and statistical analysis using SPSS as they pertain to the study of criminology and criminal justice. The course is concerned with demonstrating the logic and meaning of statistical procedures and the conditions under which they are meaningful. This course will qualify as the "quantitative" half of the sociology department's two-term requirement in sociological analysis. Both halves give central importance to identifying and developing meaningful research questions, recognizing crucial theory-method linkages, developing research plans, evaluating the credibility of research findings and presenting the results of one's research. *(QFR, EL)*

*Prerequisite: SOCI 105 AND/OR CRMJ 110 AND CRMJ 310*

**490 Senior Seminar (3 credits)** Course utilizes studies of exemplary criminological research and individual research to model the integration of theory and methods. Involves applied research project including ethical issue, literature review, research design and analysis, and written and oral presentation of proposals and/or results.

*Prerequisites: All required courses of the major.*

## Criminal Justice Major Requirements

<b>Nine core courses</b>	<b>Three electives</b>	
SOCI 105 Introduction to Sociology	<i>Two Social Justice Electives (6-7 credits) which include these among others</i>	<i>One Criminal Justice Elective (3 credits) which include these among others</i>
CRMJ 245 Introduction to the Law		SOCI 111 Controversial Social Issues
CRMJ 110 Introduction to Criminal Justice	SOCI 240 Women and Social Change	CRMJ 210 Deviance and Social Control
CRMJ 310 Criminology	SOCI 251 Race and Ethnicity	CRMJ 150 Topics in Criminal Justice
CRMJ 330 Policing in a Democratic Society	SOCI 340 Socio-Political Movements	CRMJ 350 Topics in Criminal Justice
CRMJ 340 Punishment and Corrections	PHIL 271 Values and Society	PSYC 302 Clinical Psychology: Abnormal
CRMJ 320 Juvenile Delinquency	PHIL 336 Ethics	POSC 210 State and Local Government
CRMJ 390 Quantitative Analysis		
CRMJ 490 Senior Seminar		

## Criminal Justice Minor Requirements

<b>Core Courses</b>	<b>Three electives, which include these among others</b>
CRMJ 110 Introduction to Criminal Justice	CRMJ 320 Juvenile Delinquency
CRMJ 310 Criminology	CRMJ 210 Deviance and Social Control
CRMJ 390 Quantitative Analysis in Criminal Justice <b>OR</b> SOCI 385 Qualitative Analysis	SOCI 251 Race and Ethnicity
	CRMJ 343 Policing in a Democratic Society
	CRMJ 340 Punishment and Corrections
	POSC 270 Constitutional Law and Government Power <b>OR</b> POSC 280 Constitutional Law and Civil Rights
	PSYC 302 Clinical Psychology: Abnormal

## Documentary Photography

**Program Coordinator:** Katharine Kreisher (Art)

**Faculty:** Katharine Kreisher

**Major**

N/A

**Minor**

Documentary Photography

**About**

Documentary photographers are explorers. Through their lens, they examine the world around them, pose a thousand questions, and dig up answers. The documentary photography minor is designed for non-art majors, with courses ranging from basic to advanced photography techniques. While the minor is introductory, after graduation, documentary photography minors may go on to advanced study in

preparation for careers related to photojournalism, advertising, fashion, news, sports, ecology/conservation, industrial, architectural, theatrical, and portrait photography. Students are encouraged to learn computer/digital imaging and also explore some traditional methods, such as 4x5 camera and color photography. All documentary photography minors complete an internship to further develop their skills. These internships take place on campus, in upstate New York, and around the world. Like all Hartwick students, documentary photography minors learn by doing. They study in small classes with expert faculty. They travel the world. They get ready for meaningful careers and interesting lives. They thrive. Documentary photography minors are employed in wide variety of interesting fields, and many go on to study at the most prestigious graduate schools in the nation.

### Documentary Photography Minor Requirements:

A minimum of 22 credits in Art and Art History, distributed as follows:

Core courses	At least one of these two fully digital photography courses	One internship	Recommended Courses
ART 116 Time & Virtual Space <b>OR</b> ART 115 2D Design <b>OR</b> ART 113 Drawing I	ART 213 Introduction to Digital Media	At magazine, newspaper, publication (print or online), public relations office, professional photography studio, etc.	Any writing courses especially in Journalism
ARTH 207 History of Photography (offered every other year at Hartwick; also can be taken at SUNY Oneonta or elsewhere)	ART 341 Intermediate Photography: Black & White Photography		
ART 343 Intro to Digital Photography	ART 342 Intermediate Photography: Manipulated Photo		
	ART 343 Introduction to Digital Photography		
	ART 344 Photojournalism		
	ART 441 Advanced Photography: Portfolio		

*Generally the Documentary Photography minor is NOT designed for studio art majors. Decisions about course selection can be adjusted to support each student's particular professional goals.*

## Economics

**Faculty:** Karl Seeley (Chair); Kristin Jones; Carlena Ficano; Laurence Malone

### Major

Economics

### Minor

Economics

### About

Hartwick students who choose to major in Economics learn the technical skills of the discipline and how to apply these skills to a wide range of contemporary issues. A complement to the Hartwick liberal arts education, the economics major develops in students both analytical expertise and a deep appreciation for the diversity of areas in which economic inquiry is relevant.

Departmental offerings promote collegial working and personal relationships among faculty and students through collaborative research and peer-critical learning. Off-campus study, whether via an internship or study-abroad program, is promoted to help students understand economic issues through firsthand experience.

Students who earn the B.A. in Economics are well-prepared for careers in a variety of fields. Recent graduates have put their knowledge to work for employers such as Merrill Lynch, the Urban Institute, and federal and state government agencies such as the Federal Reserve and the Bureau of Labor Statistics. Others have pursued an M.A. or Ph.D. in economics, or advanced study in law, public policy, education, and business administration.

## Economics Courses

**101 Principles of Microeconomics (3 credits)** Introduces students to the theories and principles economists have devised to understand exchange relationships and markets. These principles and theories are applied to analyze economic issues and problems.

**102 Principles of Macroeconomics (3 credits)** Introduces students to the basic models and concepts used in analyzing the economy as a whole. Core elements include the process of long-run growth, determinants of Gross Domestic Product, and policies for managing the business cycle.

**110 The Marketplace (4 credits)** In this class, we draw upon national and local data and first-hand experience to examine the nature of exchange in contemporary US society. We then access a variety ethnographic, sociological, historical, and economic principles and interview Oneonta residents to better understand the economic and non-economic value of mainstream global market exchange relative to other more localized forms of exchange. The course culminates in the production of a research project on a topic of student interest and the local dissemination of that research. (*FYS*)

**150 Topics in Economics (3 credits)** Topics of current interest. Subjects of these courses will be announced before registration.

**221 Microeconomic Theory (4 credits)** Focuses on the theoretical depiction of decision-making processes of consumers and firms, specifically the models of utility and profit maximization. Topics are considered in a context that includes mathematical and game-theoretic applications and perspectives. Competitive behavior associated with markets is explored in detail. (*QFR*)

*Prerequisite: ECON 101*

**222 Macroeconomic Theory (4 credits)** Investigates the causes and consequences of inflation and unemployment and how these problems are described and theoretically analyzed through national income and product accounts. Monetary and fiscal stabilization policies are emphasized in an international context, with careful consideration given to balance of payments issues, trade deficits and the effect of changes in the value of the dollar and other currencies. (*QFR*)

*Prerequisite: ECON 102*

**223 Econometrics (4 credits)** The method by which real world data is used to test economic theory and/or to make predictions about future economic events. Presents regression analysis as a tool with which the statistical relationship between economic variables may be rejected or validated. Equal time is devoted to understanding econometric theory and to the direct application of that theory to analysis. The course culminates with students preparing an analytical research paper on a specific question of personal interest. (*EL, QFR*)

*Prerequisites: ECON 101 OR ECON 102; MATH 108, MATH 121 OR a MATH course at the 200 level.*

**311 Economic History (3 credits)** Explores economic causes and consequences pertaining to the development of markets in a research seminar setting. Recent topics for investigation have included: the origins of plantations, the emergence of multinational corporations from 1850 to 1900, and 19th and 20th century labor history. Common readings are initially discussed and then each student undertakes a substantial project to investigate a specialized theme. (*ILS*)

*Prerequisites: ECON 101 AND ECON 102*

**313 Classical Political Economy (4 credits)** Contemplates the economic, political and philosophical “visions” in Adam Smith’s *Wealth of Nations*, Karl Marx’s *Capital*, and John Maynard Keynes’ *General Theory*. The development of the liberal ideal of unrestrained individual freedom is traced through the ways these economists interpreted the social reality of their time. The evolution of neoclassical economics is also considered, and the contemporary relevance of these works is discussed throughout the course. (*ILS*)

*Prerequisites: ECON 101 AND ECON 102*

**314 Development and Transition (3 credits)** This course considers various explanations for the disparate levels of economic well-being among nations, both historically and currently. Issues include the potential tradeoff between economic growth and societal equity, miracles and failures, the sustainability of certain development plans, the feasibility of “trickle-down” development, and innovative development techniques at both the grassroots and macro levels. The course includes issues of post-communist transition as a subset of causes for current economic difficulty. *(ILS)*

*Prerequisites: ECON 221 AND ECON 222*

**315 Government Policy (3 credits)** A critical look at contemporary domestic policy issues using the tools of theoretical and empirical economic analysis. Policy analysis focuses on the areas of taxation, healthcare, education, social security and long term care for the elderly, and poverty alleviation. A significant portion of the course will be devoted to independent student assessment of current policy initiatives—specifically their costs and benefits—relative to similar policy offerings in an OECD country. *(ILS)*

*Prerequisites: ECON 221 AND ECON 223*

**317 Labor Economics (3 credits)** The tools of theoretical and empirical economic analysis are used to better understand the processes by which businesses determine the quantity, quality and compensation levels of their employees and the processes by which individuals decide whether, how much and where to work. The course begins with the primary building blocks of labor economics: labor supply and labor demand. It then narrows its scope to look more closely at policy-relevant issues such as welfare reform, labor unionism, unemployment and the minimum wage and affirmative action. A significant portion of the class will be devoted to independent student research on a relevant topic of personal interest. *(ILS)*

*Prerequisites: ECON 221 AND ECON 223*

**318 Environmental Economics (3 credits)** Applies economic logic to an issue of ongoing importance. The analysis includes externalities and market failure, comparison of command-and-control strategies with market-incentive strategies, evaluation of costs and benefits of alternative proposals, consequences of court decisions to resolve environmental disputes, and the effects of public policies on environment quality. *(ILS)*

*Prerequisites: ECON 221 AND ECON 222*

**319 Mathematical Economics and Game Theory (3 credits)**

Focuses on the application of mathematics and game theory to economics. Topics include unconstrained and constrained maximization, comparative statics, Nash equilibrium, simultaneous and sequential games, and games with asymmetric information. *(ILS)*

*Prerequisites: ECON 221 AND MATH 120 OR equivalent*

**320 International Economic Policy (3 credits)** Evaluates contemporary policy issues and concerns in the international economy. Topics for consideration include; trade relations and managed trade, protectionism, balance of payments disparities, wage inequalities, trading blocs, exchange rate regimes, and the causes and consequences of volatility in financial markets. Students will discuss common readings and undertake a substantial research project on a particular area of interest. *(ILS)*

*Prerequisites: ECON 221 AND ECON 222.*

**325 Industrial Organization (3 credits)** Analyzes firm organization and behavior using microeconomic theory and game theory. Topics include vertical integration, monopoly and natural monopoly, price-discrimination, entry deterrence, mergers, oligopoly, monopolistic competition, limit pricing, and collusion. *(ILS)*

*Prerequisite: ECON 221*

**326 Monetary Economics (3 credits)** Explores the organization of banking and other financial systems, including the operation of central banks such as the U.S. Fed, and their interaction with the macro-economy. During the semester students will examine connections between financial instruments, institutions, and markets and the intent and operation of monetary policy. *(ILS)*

*Prerequisites: ECON 101 AND ECON 102*

**328 Agent-Based Modeling (3 credits)** Many interesting and important questions in economics resist traditional analytical techniques. Sometimes the math is too complex for analytical solutions. A deeper problem is that many economic phenomena are evolutionary, emergent phenomena arising from the interaction of many independent agents among each other and between them and their environment. This course will teach students how to address such questions using agent-based modeling. *(EL)*

*Prerequisites: ECON 221 OR ECON 222*

**350 Advanced Topics in Economics (3 credits)** Advanced topics of current interest. Subjects of these courses will be announced before registration.

*Prerequisite: ECON 221 AND ECON 222*

**395, 495 Internships in Economics (3-6 credits)** Opportunities for career development and applied work for Economics students. Placements are designed to test academic concepts in a work setting and to bring the practical knowledge of a functioning business or institution to the classroom. May be taken for 3 to 6 credits, but only 3 credits may count toward the major or minor requirements.

*Prerequisites: Economics major or minor, permission of the department and satisfactory internship qualifications.*

**490 Senior Thesis in Economic Research (3 credits)** The Senior Thesis is the capstone to the major in Economics, and represents a substantial research project on a topic of interest. Students will meet periodically with faculty to present work in progress. The course is required of all majors and concludes with submission and presentation of the completed thesis.

**Economics Major Requirements:**

A minimum of 11 courses, distributed as follows:

<b>Two introductory courses</b>	<b>One of the following Mathematics courses:</b>	<b>Three courses in economic history</b>	<b>Senior Thesis</b>	<b>Four additional courses from the following:</b>
ECON 101 Principles in Microeconomics	MATH 108 Statistics	ECON 221 Microeconomic Theory	ECON 490 Senior Thesis	ECON 300-level <b>OR</b> 400-level offerings
ECON 102 Principles in Macroeconomics	MATH 121 Single Variable Calculus  <b>OR</b> any MATH at 200-level	ECON 222 Macroeconomics Theory  ECON 223 Econometrics		FINA 360 Investment Analysis  FINA 381 Financial Institutions  One 3-credit internship in ECON  One ECON 100-level course numbered 150 or above

**Economics Minor Requirements:**

Seven courses, distributed as follows:

<b>Two introductory courses</b>	<b>One of the following Mathematics courses:</b>	<b>Two courses in economic history</b>	<b>Two courses from the following*:</b>
ECON 101 Principles in Microeconomics	MATH 108 Statistics	ECON 221 Microeconomic Theory	ECON 300-level <b>OR</b> ECON 400-level offerings
ECON 102 Principles in Macroeconomics	MATH 121 Single Variable Calculus  <b>OR</b> any MATH at the 200-level	ECON 222 Macroeconomic Theory	ECON 223 Econometrics  FINA 360 Investment Analysis  FINA 381 Financial Institutions  One 3-credit internship in ECON  One ECON 100-level course numbered 150 or above

\*Minors must have at least one of: a) a 300-level elective that is not an internship; or b) ECON 223 Econometrics.

## Education

**Faculty:** Elizabeth Bloom (Chair); Michelle Damiani; Mark Davies; Erin Toal *Adjunct Faculty:* **Caroline Cooper**, Debora Henry; Eamonn Hinchey, Deb Kiser; Carol Pierce; Julie Schelp

**Coordinator of Student Teaching and Field Experience:** Jennifer Brislin

### Tracks

Childhood (grades 1-6)

Adolescent Education (grades 7-12)

Students with Disabilities (Generalist 7-12)

Music Education (K-12)

Art Education (K-12)

Dual Certification in Special Education and Childhood.

### Minor

Educational Studies (does not lead to NYS Certification)

### Tracks:

Educational Studies: General

Educational Studies: Social Advocacy

Educational Studies: Outdoor Education

### About

The Hartwick College Teacher Education Program prepares future teachers for certification in Childhood (1st-6th grade), Dual Childhood/Special Education (1st-6th), Adolescent Education (7th-12th grade) certification in nine content areas, Students with Disabilities Generalist (7th-12th), Music Education (K-12th), and Visual Arts (K-12th). The program is selective, as it aspires to train future leaders in education. Hartwick's education program is based on four axioms: 1) Effective pre-service teachers show competence in their academic major by maintaining a GPA of 3.0 or better, 2) Hartwick's Liberal Arts in Practice curriculum firmly grounds students in the liberal arts, 3) Effective teacher training operates from research-based principles of teaching-learning, and 4) Effective teachers integrate those principles into meaningful experiences in classrooms.

Hands-on teaching experiences are a central part of Hartwick's education program. There are many effective ways of learning and the Department of Education offers a variety of options to education students including: study abroad, alternative/multicultural/special education mini- practica, field experience, and directed studies with professors. We encourage students to design, develop, and implement an educational program that is consistent with their interests and long-term professional goals.

**Our Mission:** A commitment to social change.

The Hartwick College Teacher Education Program prepares teacher candidates to begin their careers with a foundation in research-based learning theory and instructional practices, a commitment to meeting and honoring the educational needs of diverse learners and a dedication to environmental and social justice in schools and society.

Our department takes for granted that education is the primary means to life success. Therefore, schools must mitigate against the conditions that threaten equal opportunity and academic achievement for all children regardless of race, ethnicity, ability, religion, income, gender identity or sexual orientation. If schools are to adequately fulfill this responsibility, then teacher training programs play an important role in exposing prospective teachers to the sociocultural issues relevant to the task.

Beyond developing a commitment to social justice, students are expected to maintain academic excellence, display a passion for teaching and possess high professional dispositions.

### The Education Department aspires to prepare educators who:

Demonstrate competency in their chosen content/major area.

Possess knowledge about the social, political, cultural, psychological, philosophical and moral dimensions of teaching. Demonstrate the dispositions of a professional educator which provide the foundation for competent teaching.

Are equipped with an initial repertoire of skills for applying research-based teaching and learning strategies, including the ability to integrate new and emerging technologies.

Are prepared to begin teaching in varied settings, and provide diverse learners with opportunities to reach their full potential.

### Areas of Certification:

At Hartwick, students do not major in education but complete a program for certification coupled with a content major or major/minor combination. Hartwick offers education programs leading to certification in \*Childhood (grades 1-6), Adolescent Education (grades 7-12), \*\*Students with Disabilities (Generalist 7-12), Music Education (K-12), and Art Education (K-12) and dual certification in \*Special Education and Childhood.

*\*Special Note 1: All students pursuing Childhood or Dual Childhood/Special Education certification must take 2 math courses, 2 English courses, 2 science courses, and 2 History and/or Political Science courses.*

*\*\*Special Note 2: All students pursuing Students with Disabilities (Generalist 7-12) certification must take 2 Math courses, 2 English courses, 2 science courses, and 2 History and/or Political Science courses.*

**Approved Childhood Content Area Majors:**

Art  
 Biology  
 Anthropology  
 Chemistry  
 English  
 Computer Science  
 History  
 Geology  
 Languages  
 Math  
 Philosophy  
 Physics  
 Political Science  
 Theatre  
 Psychology  
 Economics  
 Sociology

**Approved Adolescent Content Areas:**

Biology  
 Chemistry  
 Earth Science (with Geology/Environmental Science)  
 English  
 French  
 Math  
 Physics  
 Social Studies (majors approved in Anthropology, Economics, History, Political Science, Sociology)  
 Spanish

**Approved Dual Certification:**

Childhood Certification/Students with Disabilities (1-6)

*Special Note: Students seeking dual certification cannot pursue any other certifications.*

**Approved K-12 Programs:**

Art  
 Music

*Special Note: Students seeking Art or Music certifications cannot pursue Students with Disabilities Certification.*

**Admission into the Teacher Education Program**

Admission into the Teacher Education program requires a formal application at the completion of the core education courses (EDUC 101, EDUC 102, EDUC 201), which will be reviewed by the Department Faculty. Successful applicants must demonstrate a commitment to the field of education, meet academic standards and possess professional dispositions.

**Specific academic criteria that are used for initial admission into the program include:**

- A cumulative GPA of at least 2.75;
- A minimum GPA of 3.0 in core education courses;
- No grade less than a C in education courses (courses can only be taken twice and extenuating circumstances must be petitioned to the department);
- No grade less than C in any major, minor, or LAIP curriculum courses;
- A review of student's Application for Admission into HCTEP by Department of Education. Students who meet most of the criteria but fall below in some areas may be placed on academic probation by the Department of Education and will have one semester to show growth toward the minimum requirements.

**Requirements for Mini-Practicum Teaching:**

Students seeking to enroll in the J Term mini-practicum (EDUC 390/EDUC 391) must be accepted into the Hartwick College Teacher Education Program and be in good academic standing.

Students wishing to undertake a mini-practicum in locations other than those selected by the Department of Education must submit a written proposal for review by the department faculty. All proposals must be submitted electronically to the Chair of the Department of Education.

**Student teaching requirements include:**

- Completion of 100 hours of departmentally approved field experience or equivalent school internship.
- Departmentally approved Junior Review Portfolio.
- Completion of foundational and pedagogical courses (no grade below a C).
- No grade less than a C in any education, major or LAIP course (NYSED rules);
- A 3.0 GPA in content major, education courses, and overall.
- A 3.0 GPA in core foundation courses (EDUC 101, EDUC 102, EDUC 201, EDUC 202) and education program.
- A written endorsement from department chair of major.

**Policy regarding extra-curricular activities during student teaching**

The Hartwick Student teaching model is based on NYSED requirements and includes two full seven week placements. Students are expected to attend every day of the placements, including professional development days and any mandatory after-school responsibilities (e.g., Parent-Teacher Conferences, Curriculum Night, Open House, etc.) without exception. In the event of serious illness or emergency, student teachers must contact their cooperating teacher, college supervisor, and seminar instructor. Failure to comply with this requirement will impact the student teacher's final evaluation.

Student teachers must dedicate themselves full time to Student Teaching. Therefore, student teachers may not engage in any extracurricular activities including, but not limited to, additional

college classes, team sports, theater productions or outside employment. Exceptions will be granted only after the student has submitted a written petition to the Department of Education. A decision will be rendered based on the student's academic record and dispositional preparedness.

The Department of Education reserves the right to pull and or fail a student who is not meeting the requirements of the student teaching placement.

### **Recommendation for Certification to NYSED**

Upon successful fulfillment of the curricular and field experience requirements of the Teacher Education Program and passing scores on the teacher certification examinations required by New York State, students qualify to be recommended for Childhood (1-6), Dual Childhood/Students with Disabilities (1-6), Adolescent (7-12), Students with Disabilities Generalist (7-12), Art (K-12) and Music (K-12) Initial Certification.

Reciprocity exists with many states. Students should check with specific state education departments with regard to certification requirements.

### **Requirements for Recommendation**

To qualify for the recommendation for certification by the Hartwick College Department of Education, students must satisfactorily complete the following:

- Course requirements in approved academic major with a cumulative GPA of 3.0 or better.
- No grade in any course lower than a C (in LAIP, major or Education courses)
- LAIP curriculum requirements
- Additional extra-departmental course requirements (vary by major and level)
- Education coursework with a cumulative GPA of 3.0 or above and no single grade below a C
- Child Abuse Identification Seminar (provided in EDUC 372 Lyceum)
- Dignity for All Students certificate (provided in EDUC 372 Lyceum)
- Substance Abuse Seminar (provided in EDUC 372 Lyceum)
- Violence Prevention Seminar (provided in EDUC 372 Lyceum)
- Passing NYSED battery of tests (see [www.NYSED.gov](http://www.NYSED.gov) for dates and details)
- Educating All Students Test (EAS)
- Academic Literacy Skills Test (ALST)
- Content Specialty Test (CST) (Childhood and Students with Disabilities Generalist takes Multi-subject test)
- edTPA

### **New York State Regulation:**

Teacher certification programs at Hartwick College are subject to the rules and regulations of the State Legislature, Commissioner of Education, Board of Regents, and State Education Department of New York State. Institutional recommendation for certification is not guaranteed upon completion of the above

courses without demonstrating competent teaching and professionalism in the field.

Teacher education general information sessions are held regularly throughout the year. To attend one, or to receive more detailed information on your options for an education program, contact the Department Chair: Betsy Bloom 308 Clark Hall, 607-431-4945, [bloome@hartwick.edu](mailto:bloome@hartwick.edu) or Coordinator of Student Teaching and Field Experience, Jennifer Brislin: 314 Clark Hall, 607-431-4841, [brislinj@hartwick.edu](mailto:brislinj@hartwick.edu).

### **Education Courses**

**101 Social and Philosophical Foundations of Education (4 credits)** The course explores how philosophy and sociology inform educational practice. Critical philosophical and sociological analyses are used to dissect fundamental educational issues of school organization, curriculum development, and instructional practice. The course explores the variety of philosophical stances and the sociocultural forces that shape and constrain K-12 grade education. The course targets three outcomes for students: (1) to gain an understanding of the complex forces that influence contemporary American schools (2) to critically question prevailing notions of teaching and schooling; and 3) to begin to develop and articulate a personal philosophy of education. In order to make the implications of the content concrete, students will spend six two hour classes in a local elementary classroom partnering with children and creating and delivering lessons on topics that reflect the content of the course. Offered every semester.

**102 Educational Psychology (4 credits)** Students examine educational and psychological principles and theories applicable to early childhood, childhood, and adolescent learning. Particular attention is given to human growth and development, motivation, and theories of learning and instruction. Students apply the major learning theories derived from psychological research and explore their implications for educational practice. This exploration focuses on three areas: (a) development, (b) learning theory, and (c) instructional theory. The course is designed to help pre-service teachers use psychological research to make informed decisions in educational practice. Offered every semester.

**201 Interdisciplinary Curriculum and Instruction (4 credits)** Students investigate curricular and pedagogical issues in 1-12 education. This course considers, from multiple perspectives, curriculum philosophies that empower students and enable them to maximize their potential in a positive, nurturing and supportive environment so that they can stand with courage and face the obstacles which impede our collective realization of the democratic dream. Through an examination of both curriculum and instruction theory and practice, each student will have opportunities to strengthen her/his philosophical base prior to student teaching. Presented in seminar-style, this class requires active student participation through reaction writings and dialogue on assigned readings, discussions, and formal lesson plan presentations. The overall objectives for this course work are to challenge each student to: (1) understand the writings and ideas of various curricular theorists; (2) gain knowledge,

comprehension, and application skills to understand traditional and non-traditional education paradigms; (3) analyze and evaluate contemporary curricular and instructional themes related to current educational trends.

**202 Introduction to Special Education (3 credits)** This course provides students with a detailed introduction to the field of special education, including each of 13 categories of disability recognized by the Individuals with Disabilities Education Act (IDEA). Within this course we examine disability from multiple perspectives as considerations for educating students with disabilities and working with their families. First-person accounts will be used to further understand individuals' lived experiences of disability and education. Offered every semester.

**250 Special Topics in Education (2-6 credits)** Students take coursework dealing with special topics as arranged by professor of record.

**310 Basic Skills-Challenge Education (3 credits)** This course focuses on introductory theory and execution of facilitation, belay, and technical skills in the field of Challenge Course programming. Students will explore areas of program sequencing through Initiatives, Low, and High Ropes Course Elements, and practice group leadership. Transportation to Pine Lake will be provided. (EL)

**311 Advanced Skills- Challenge Education (2 credits)** This course focuses on advanced facilitation, belay, and technical skills in the field of Challenge Course programming. Students will increase depth of skill in program planning, group leadership, sequencing, and modifications to Initiatives, Low, and High Ropes Course Elements for special populations. Transportation to Pine Lake will be provided. (EL)

**325 Specialty Methods of Instruction for All Learners: English (3 credits)** The English Methods course is designed to provide English education students opportunities to more deeply explore and understand the specific skills, strategies, and techniques used by secondary English teachers in the classroom. We will cover effective teaching methods for middle school English Language Arts classes as well as high school English classes and the focus will be on teaching literature and reading, designing and evaluating effective writing assignments, exploring the teaching of critical thinking in the English classroom, understanding the role of grammar in writing instruction, implementing literature circles, and utilizing various reading and writing strategies, and integrating new and emerging technologies to enhance student learning. During the course students will write lessons and unit plans, videotape at least one lesson, become familiar with state and national standards and will join a professional organization. The field component of the class is designed to give students observation time with in-service teachers and to review best practices for teaching English as demonstrated in actual classroom settings.

*Prerequisite: EDUC 101, EDUC 102, EDUC 201, AND EDUC 202*

**326 Specialty Methods of Instruction for All Learners: Math (3 credits)** The course explores fundamental applied issues in the methods of math instruction in the student's field of specialty. Readings, discussions and visits to the classroom will provide the knowledge necessary to develop a curriculum and lesson plan book. Students are also expected to do a series of classroom observations and teach at least two lessons in a middle school or high school classroom with one videotaped. By the end of this course students have: developed a philosophy of math education; articulated several units of curriculum with lesson plans, activities, and assessment methods; coordinated this curriculum with state and national standards; examined state, national, and Advanced Placement curricula; become familiar with the misconception literature; become familiar with the "Best Practice" literature; developed familiarity with computer based instructional resources; and become a member of a professional teacher organization.

*Prerequisite: EDUC 101, EDUC 102, EDUC 201, AND EDUC 202*

**328 Specialty Methods of Instruction for All Learners: Social Studies (3 credits)** This seminar style class is designed to promote reflection and broaden the scope of pre-service Social Studies teachers' perspectives on and knowledge of the process of teaching Social Studies, including new and emerging technologies, at the adolescent level (7-12). Social Studies teaching involves making decisions about curriculum and instructional strategies which impact students in many ways; so it is imperative that social studies teachers use strategies which provide students with the best opportunity to maximize their potential and become active, critical citizens. In order to gain the skills necessary for delivering curriculum that meets these goals, students will prepare lessons and unit plans, videotape themselves teaching and join an appropriate professional organization. The field component of the class is designed to give students observation time with in-service teachers and to review best practices for teaching Social Studies as demonstrated in actual class settings.

*Prerequisite: EDUC 101, EDUC 102, EDUC 201, AND EDUC 202*

**330 Specialty Methods of Instruction for All Learners: Science (3 credits)** The course explores fundamental applied issues in methods of science in the student's field of specialty. Readings, discussions with the faculty, and visits to the classroom will provide the knowledge necessary to develop a curriculum and lesson plan book. Students are also expected to do a series of classroom observations and teach at least one lesson that will be videotaped. By the end of this course students have: developed a philosophy of science education; articulated several units of curriculum with lesson plans, activities, and assessment methods; coordinated this curriculum with state and national standards; examined state, national, and Advanced Placement curricula; become familiar with the misconception literature; become familiar with the "Best Practice" literature; developed familiarity with computer based instructional resources; and become a member of a professional teacher organization.

*Prerequisite: EDUC 101, EDUC 102, EDUC 201, AND EDUC 202*

**331, 332 Methods of Teaching Childhood (3 credits each)**

Two semester sequence. These courses explore fundamental issues in methods of instruction and assessment at the elementary level. The course is interdisciplinary, covering developmentally appropriate, best practice methods of instruction in the creative arts, math and science, social studies, and English language literacy. Students will create lessons and unit plans that include new and emerging technologies and assessment instruments, and which are aligned with the NYS and Common Core learning standards and support preparation for the EdTPA. Students are required to record at least one lesson. The field component of the class is designed to give students observation time with in-service teachers and to review best practices for teaching elementary education as demonstrated in actual classroom settings. As part of their professional development, students will join an appropriate professional organization. EDUC 331 offered every fall. EDUC 332 offered every spring.

*Prerequisite: EDUC 101, EDUC 102, EDUC 201 AND EDUC 202*

**335 Specialty Methods of Instruction for All Learners: Foreign Language (3 credits)**

The course examines language acquisition theories, methods of second language instruction, current best practice teaching methods including those that incorporate new and emerging technologies, lesson and unit plan organization, and curriculum development issues. Students explore a variety of instructional approaches using sample materials derived from a variety of sources including internet-based, textbooks, state and national curriculum guides and specialized professional journals. During the course, students will write lessons and unit plans, videotape at least one lesson, become familiar with state and national standards and will join a professional organization. The field component of the class is designed to give students observation time with in-service teachers and to review best practices for teaching foreign language as demonstrated in actual classroom settings.

*Prerequisite: EDUC 101, EDUC 102, EDUC 201, AND EDUC 202*

**340 Reading, Writing, and Literacy Across the Curriculum (3 credits)**

This course is a theoretical and practical introduction to literacy instruction for teachers of all grade levels and subject areas. Through examining the social, cultural, political, and personal aspects of literacy, we will explore what it means to be a literate person in our society and why all teachers must consider themselves literacy educators. Issues related to education and teaching that will be covered in this class include exploring and understanding the various definitions of literacy, how literacy is acquired and developed, academic literacy, elementary literacy, adolescent literacy, family literacies, content literacy, and critical literacy. In addition to these theoretical perspectives, we will reflect on and discuss how each of us can draw on our students' multiple literacies to enhance their learning experiences in all subject areas and grade levels. Offered every semester.

**341 Approaching Developmental Literacy Skills (3 credits)**

This course is designed to give prospective elementary teachers experience in using literacy teaching and learning tools in all content areas in 1st through 6th grade classrooms. We will explore the vital and influential role reading, writing, speaking, and listening skills and strategies play in effective teaching and learning through course readings, discussion, assignments and class activities. Students will engage in several activities and assignments that are both theoretical and practical in nature, thus preparing them for work in real life classrooms and making them more effective new teachers. The course is considered a methods course; therefore, much emphasis will be placed on planning lessons as well as incorporating and utilizing literacy strategies in various contexts to enhance student learning. Offered every spring.

**342 Language and Literacy in the Content Areas (3 credits)**

The course focuses on how and why every teacher is a literacy teacher, no matter what subject is taught. Through examining events, activities, experiences, instructional and curriculum design approaches that affect literacy in middle and high school in the content areas, we will contemplate what it means to be a literate person and what it means to be a literacy teacher – both in general and in our individual content areas. The course will address issues in content area literacy and learning such as constructing meaning through reading, using writing to learn, vocabulary instruction, and various ways to help struggling readers. Students will also learn a variety of reading, writing, and discussion/speaking strategies that they can use and/or adapt for their own teaching. Offered every fall.

**372 Lyceum (3 credits)**

The course covers NYSED requirements as listed below plus sections dealing with classroom management and assessment. Substance Abuse Mini-course (required by NYSED) Violence Prevention Mini-course (required by NYSED) Child Abuse Mini-course (required by NYSED) Dignity for All Students Act (DASA) Training (required by NYSED) Classroom Management Assessment and Evaluation.

*Prerequisite: EDUC 101, EDUC 102, EDUC 201, AND EDUC 202*

**375 Including Students with Disabilities (3 credits)**

This course explores a range of educational considerations for meeting the diverse needs of students identified with disabilities in inclusive settings. Students will be provided with an opportunity to utilize practical applications and address critical issues relating to the inclusive classroom. Emphasis will be placed legal aspects, individualized education programs (IEPs), instructional adaptations, assessment, and collaboration. Offered in fall.

*Prerequisite: EDUC 101, EDUC 102, EDUC 201, AND EDUC 202*

**376 Behavior Support for Students with Disabilities (3 credits)**

This course is designed for students to become knowledgeable about relevant education law, theoretical foundations of classroom management, and best practices for supporting students in the inclusive classroom. Within the course we will explore techniques that educators can use to

proactively prevent and effectively respond to challenging student behaviors, toward the goal of developing safe and supportive learning environments. Attention will be given to understanding the multitude of factors influencing students' behavior, evidence-based instructional approaches, class-wide and individualized positive behavioral interventions and supports, as well as the process for conducting and implementing functional behavior assessments and behavior support plans. Offered in fall.

*Prerequisite: EDUC 101, EDUC 102, EDUC 201, AND EDUC 202*

**379 Methods for Teaching Special Education (3 credits)** This course provides students with an understanding of evidence-based methods of instruction, including new and emerging technologies in inclusive education. Students will be presented with an opportunity to utilize different methods of effective special education instruction, including integrating new and emerging technologies, by creating detailed lesson and unit plans. Emphasis will be placed on skills instruction in varying educational settings. During the course students will videotape at least one lesson, become familiar with state and national standards and will join a professional organization. The field component of the class is designed to give students observation time with in-service teachers and to review best practices for teaching elementary education as demonstrated in actual class settings.

*Prerequisite: EDUC 101, EDUC102, EDUC 201, AND EDUC 202*

**390 Multicultural/Alternative Education Mini-practicum (3 credits)** This course places students in non-traditional educational settings with students from diverse cultural, socioeconomic and/or geographic backgrounds. Students are required to observe, interact, supervise and/or teach for a minimum of 20 school days (120 hours). Readings on diversity, multicultural education and the sociological dimensions of schools, students and teachers, provide a formal context for reflecting on the field experience. This course takes place during January Term or June (with special permission by the department). Writing a brief proposal and approval by Department of Education are required for special requests. Offered every January. (EL)

*Prerequisite: EDUC 101, EDUC 102, EDUC 201, EDUC 202 AND acceptance into Teacher Education Program.*

**391 Special Education Mini-practicum (3 credits)** During this course, students are placed in inclusive or special education settings with students with a diverse range of educational needs. Students are required to observe, interact, supervise and/or teach for a minimum of 20 school days (120 hours). Readings on special education/inclusive education, students and teachers provide a formal context for reflecting on the field experience. This course takes place during January Term or June (with special permission by the department). Writing a brief proposal and approval by Department of Education are required for special requests. Offered every January. (EL)

*Prerequisite: EDUC 101, EDUC 102, EDUC 201, AND EDUC 202*

**480 Interdisciplinary Reflective Student Teaching Seminar (2 credits)** Reflective seminar concurrent with EDUC 481/482, EDUC 483/484, EDUC 485/486, EDUC 487, or EDUC 488/489.

**481/482 Student Teaching - Childhood** (grades 1-6) These courses are comprised of two seven week placements in grades 1-3 and 4-6. These classes must be taken consecutively in the same semester.

*Prerequisites: EDUC 101, EDUC 102, EDUC 201, EDUC 202, EDUC 331, EDUC 332, EDUC 340, EDUC 341, EDUC 372, EDUC 390 AND satisfactory Junior Review with content department and Department of Education approvals.*

**483/484 Student Teaching - Adolescent** (grades 7-12) These courses are comprised of two seven week placements in grades 7-9 and 10-12. These classes must be taken consecutively in the same semester.

*Prerequisites: EDUC 101, EDUC 102, EDUC 201, EDUC 202, EDUC 3XX (Specialty Teaching Methods), EDUC 340, EDUC 342, EDUC 372, EDUC 390, satisfactory Junior Review with content department AND Department of Education approvals.*

**485/486 Student Teaching - Art/Music Education** (grades K-12) These courses are comprised of two seven week placements in grades K-6 and 7-12. These classes must be taken consecutively in the same semester.

*Prerequisites: EDUC 101, EDUC 102, EDUC 201, EDUC 202, EDUC 340, EDUC 350 (for Art methods, music methods coursework is listed under Music Education major requirements), EDUC 372, EDUC 390, satisfactory Junior Review with content department AND Department of Education approvals.*

**487 Student Teaching - Students with Disabilities Childhood** (combined with 481 or 482) (grades 1-6) This course is comprised of one seven-week placement in an Elementary special education setting (self-contained, resource room, consultant teacher), taken in conjunction with either EDUC 481 or EDUC 482. Students must perform one placement in grades 1-3 and the other in grades 4-6. These classes must be taken consecutively in the same semester.

*Prerequisites: EDUC 101, EDUC 102, EDUC 201, EDUC 202, EDUC 331, EDUC 332, EDUC 340, EDUC 341, EDUC 372, EDUC 375, EDUC 376, EDUC 391, satisfactory Junior Review with content department AND Department of Education approvals.*

**488/489 Student Teaching - Students with Disabilities Generalist** (grades 7-12) These courses are comprised of two seven week placements in grades 7-9 and 10-12. Students will be placed in an Adolescent special education setting (self-contained, resource room, consultant teacher). These classes must be taken consecutively in the same semester.

*Prerequisites: EDUC 101, EDUC 102, EDUC 201, EDUC 202, EDUC 340, EDUC 342, EDUC 372, EDUC 375, EDUC 376, EDUC 379, EDUC 391, satisfactory Junior Review with content department AND Department of Education approvals.*

**Education Program Requirements** (except elective courses designated with an asterisk):

The education sequence, normally begun in the first year, includes foundation courses, pedagogical courses in which students study the art and science of teaching and learning, and in-school field experiences culminating in student teaching during the fall or spring semester of the senior year.

<b><u>Foundational Coursework</u></b>	<b><u>Credits</u></b>
EDUC 101 Philosophy and Sociology of Education	4
EDUC 102 Educational Psychology	4
EDUC 201 Curriculum and Instruction	4
EDUC 202 Introduction to Special Education	3

<b><u>Pedagogical Coursework</u></b>	<b><u>Credits</u></b>
EDUC 340 Reading, Writing and Literacy	3
EDUC 341 Approaching Developmental Literacy Skills (Childhood)	3
EDUC 342 Language and Literacy in the Content Areas (Adolescent)	3
EDUC 3XX Specialty Methods of Instruction for All Learners	3 (or 6 for Childhood)
EDUC 372 Lyceum Series	3
EDUC 372 Lyceum Series	3

<b><u>Special Education Coursework (for Students With Disabilities Certifications)</u></b>	<b><u>Credits</u></b>
EDUC 375 Including Students with Disabilities	3
EDUC 376 Behavior Support for Students with Disabilities	3
EDUC 379 Secondary Methods for Teaching Special Education	3
EDUC 391 Special Education Mini-practicum	3

*Special Note: Students seeking dual certification cannot pursue any other certifications*

<b><u>Field Practica</u></b>	<b><u>Credits</u></b>
EDUC 390 Alternative/Multicultural/Urban Mini-practicum	3
Supervised Student Teaching (two - 6 credit courses)	12
EDUC 480 Interdisciplinary Reflective Seminar	2

*Check with content major department for additional requirements.*

**Field Experience Requirements**

All students must engage in at least 100 clock hours of field experience (25 of the 100 clock hours shall include a focus on understanding the needs of students with disabilities) which is to be completed prior to the start of student teaching. These hours must take place in a school setting and be approved by the Coordinator of Student Teaching and Field Experience prior to the start of any placement.

Students seeking **childhood (grades 1-6)** teaching certification need to divide their clock hours in order to see both childhood education settings; grades 1-3 and grades 4-6.

Students seeking **dual certification in childhood and students with disabilities (grades 1-6)** need to divide their 100 clock hours to complete at least the equivalent of 50 clock hours with students with disabilities and 50 clock hours in

childhood education, including experiences across the age/grade range of the developmental level of the certificate.

Students seeking **adolescence education (grades 7-12)** teaching certification need to divide their clock hours in order to see both adolescence education settings; grades 7-9 and grades 10-12.

Students seeking **students with disabilities generalist (grades 7-12)** teaching certification need to divide their clock hours among students with disabilities across the age/grade range of the student developmental level of the certificate. Students will need to divide their hours in order to be in both adolescence education settings; grades 7-9 and grades 10-12.

Students seeking **music or art education (grades pre K-12)** teaching certification need to divide their clock hours in order to see both settings; grades pre K-6 and grades 7-12.

**Educational Studies Minor Requirements**

The Educational Studies Minor is available to all students who can choose between four tracks: Educational Studies (which does not lead to NYS Certification), Educational Studies: Social Advocacy, Educational Studies: Outdoor Education, and Educational Studies: Global Education. All tracks include foundation of education courses and culminate in an intensive field experience.

- **Educational Studies:** The educational studies track is available to all students interested in studying educational theory, history, policy and practice.
- **Social Advocacy:** This track exposes students to courses in education with an emphasis in understanding the socio-economic foundations of education. Students complete the minor studies with an internship experience working with nonprofit groups committed to social improvement. Examples include: Catholic Charities, Opportunities for Otsego, Head Start, and local food pantries or soup kitchens.
- **Outdoor Education:** The outdoor education track allows students to develop an understanding of educational foundations while gaining real-world experience participating as a leader in the Challenge Education Program. Available internships could include Manhattan Country School Farm in Roxbury, ADK Summit Steward Program as examples of potential internship locations.

**Educational Studies (General):**

24 credits distributed as follows

<b>Foundations Courses</b>	<b>Nine credits in elective Education courses according to interest</b>
EDUC 101 Philosophy and Sociology of Education	
EDUC 102 Educational Psychology	
EDUC 201 Curriculum and Instruction	
EDUC 202 Introduction to Special Education	

**Social Advocacy:**

27 credits distributed as follows

<b>Foundations courses</b>	<b>Nine credits in electives under consultation with advisor</b>	<b>Three courses selected from</b>	<b>100 hours of field experience</b>
EDUC 101 Philosophy and Sociology of Education		EDUC 150 Schools: The Great Equalizer	
EDUC 102 Educational Psychology		HIST 241 Environmental Injustice	
EDUC 201 Curriculum and Instruction		INTR 166 Intro to Women & Gender Studies	
EDUC 202 Introduction to Special Education		PHIL 271 Values and Society	
EDUC 396 Social Advocacy Internship		POSC 107 Freedom, Equality and Power	
	SOCI 205 Deviance and Social Control		
	SOCI 251 Race and Ethnicity		
	SOCI 311 Juvenile Delinquency		

		SOCI 325 Policing and Corrections	
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**Outdoor Education:**

26 credits distributed as follows

<b>Foundations Courses</b>	<b>Six credits from the following under consultation with advisor</b>
EDUC 101 Philosophy and Sociology of Education	ENSS 160 Introduction to Environmental Studies
EDUC 201 Curriculum and Instruction	BIOL 260 Conservation Biology
EDUC 202 Introduction to Special Education	GEOL 109 Global Environment with Lab
EDUC 310 Basic Skills-Challenge Education	BIOL 303 Ecology with Lab
EDUC 311 Advanced Skills- Challenge Education	BIOL 435 Behavioral Ecology
EDUC 312 Indoor Initiatives/Bouldering	GEOL 202 Meteorology
EDUC 397 Outdoor Education Internship	PHYS 125 Energy in Today's Society
	ECON 150 Economics of Sustainability
	POSC 290 Environmental Politics and Policy
	ANTH 341 Cultural Ecology
	ECON 314 Development and Transition
	ECON 318 Environmental Economics
	HIST 241 Environmental Injustice
	POSC 370 Environmental Law
	POSC 325 Global Environmental Governance
	SOCI 322 Population and Ecology
	PHIL 271 Values and Society
	ART 344 Photojournalism
RELS 347 Religion and Nature	

## English

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**Faculty:** Susan Navarette (Chair); David Cody; Lisa Darien; Bradley Fest; Robert Seguin; *Adjunct Faculty:* Jeanine Barber; Martin Christiansen; Alice Lichtenstein; Carol Silverberg; Jeff Simonds

*Writing Center Interim Coordinator:* Stephanie King

### Major

English

Creative Writing

English with an Emphasis in Writing

### Minor

Literature

Writing

### Mission

The mission of the English Department is to develop in our students the abilities to think critically, contextually, and creatively about a broad range of literature and to express these ideas in clear and powerful analytic prose. The Creative Writing major's mission is to develop in students the ability to apply their acquired literary knowledge to the practice of the art and craft of writing in the literary genres.

### Philosophy

We are preparing our graduates for fields for which critical thinking, creativity, and effective writing are essential skills that will serve our majors throughout their lifetime. An informed appreciation of aesthetic design in the creative use of language forms the basis of literary study. Department faculty teach a disciplined approach to reading and writing about ~~this~~ literature and various media from a wide range of critical and theoretical perspectives. Through analysis, debate, critique, and dissent, students become better able to formulate and express their own ideas about the world in which they live and their place in it.

The study of literature reminds us that all people have voices and that much of our greatest literature has articulated as well as challenged prevailing cultural norms. The individual's encounter with literature has always been a crucial part of the process of transformation, of self-definition. Poems, stories, novels, plays, and films record our blindness, our follies, and our crimes just as surely as they record our insights, our virtues and, occasionally, our genius. We study literature, literary theory, writing, and culture-history in order to examine our beliefs and traditions critically.

In keeping with its emphasis on written expression, the department offers a variety of courses in analytical, expository and creative writing. Creative writing courses rely on literary study, workshops, and individual conferences to help student poets, novelists, essayists and playwrights understand the creative process and create afresh imagined worlds. Courses in the Writing Competency Program employ several rhetorical and pedagogical strategies to ensure that students graduate knowing how to write well. The Writing Center works in concert with writing and literature courses and across the disciplines, helping

students from all majors achieve skill, precision, and grace in their writing.

Our mission includes maintaining and staffing the following programs:

- **Program I Literature Courses for Majors:** a wide range of courses, including period surveys, major author courses, and topic-oriented courses.
- **Program II Creative Writing:** introductory, intermediate, and advanced workshops devoted to writing and critiquing of fiction and poetry. These are the core courses of the Creative Writing Major, even as they support the English Major with an emphasis in writing and additionally meet the Experiential Learning requirements of the general education curriculum. They also prepare students for M.F.A. programs in creative writing.
- **Program III English Major with an Emphasis in Writing:** Students seeking to major in both English and Creative Writing should declare the "English Major with Emphasis in Writing," which blends essential coursework in the two majors and requires two separate senior theses (one in literary analysis, one in creative writing).

English majors are strongly advised to attain an intermediate-level competence in a foreign language, especially if they plan to do graduate work in English. Other recommended courses include; courses in art history, music, history, philosophy, and Media Studies.

In the spring of junior year, each English major meets with her or his advisor and another department faculty member of the student's choosing to complete the Junior Review, a formal review of the student's course selections, plans for a senior project, and post-graduation aspirations. The Junior Review helps to ensure that majors will complete all College and department requirements by his or her declared ACD ("Anticipated Completion Date") and will have taken a variety of period and genre courses, as well as the "Approaches" course in critical methodologies prerequisite to writing a Senior Project. These approaches or methodologies will combine close reading, textual analysis, scholarly research, and literary criticism and theory. The minimal paper requirement for Approaches courses is a properly documented ten-page essay making use of primary and secondary texts and employing one or more approaches or methods. Enrollment is limited to 15. English majors and Creative Writing majors must complete a senior project, typically during January Term of their senior year. The project consists either of a long paper exploring a particular author or subject in depth or an original manuscript of creative writing. The thesis writer "defends" his or her project in an oral review by the student's study advisor and another department member selected by the student.

English majors who plan to earn a teaching certification in secondary English are required to have earned a 3.0 average in their major by the start of the semester before they student teach, with allowance for exceptions in extraordinary circumstances.

Such students should obtain a copy of the department's "Policy on Student Teachers" from the Department Chair or Chair of the English Education Committee no later than their sophomore year. Students must meet the requirements outlined in this policy statement to qualify for student teaching.

Does not count toward majors or minors in English. Offered fall and spring.

The department offers extracurricular opportunities for special study outside the classroom. Students meet and interact with prominent writers through the Visiting Writers Series and through the New American Writing Festival. Nobel laureates Joseph Brodsky and Derek Walcott, Pulitzer prize winners Donald Justice, Marilynne Robinson, and N. Scott Momaday, Poet Laureates Robert Pinsky and Billy Collins, and such well-known authors as Jamaica Kincaid and Joyce Carol Oates have given readings and led student workshops. English majors also write for and edit *Word of Mouth*, the College literary magazine, and *Hilltops*, the student newspaper. Faculty nominate students to work as tutors at the Writing Center, gaining valuable experience and academic credit, as well.

The department encourages its majors to do internships in fields such as journalism, marketing, public relations, law and publishing. Hartwick English majors graduate with verbal and analytical skills that serve them well in a wide variety of occupations, including law and medicine, libraries and museums, corporate and government agencies, and publications and communications.

## English Courses

**101 Writing Tutorial (2 credits)** Practice in writing short compositions and review of English grammar. Required of, and open only to, students placed at Level 1 of the Writing Competency Program as preparation for Level 2. Does not count toward majors or minors in English. Offered fall and spring.

*Prerequisite: students at Writing Level 1*

**110 Composition (3 credits)** Basic expository writing taught as a process leading to a product, with ample opportunity for the professor to intervene in, and the student to practice, the stages of the process. Includes assigned readings, conferences with the instructor (at least two per term), peer review and rewriting. Instruction in the intensive investigation of a single subject required. Students write a minimum of 20 finished pages, including the investigative paper. Does not count toward majors or minors in English. Offered fall and spring.

**111 Composition Workshop (2 credits)** Emphasis on the writing and particularly the revision of various short compositions in preparation for successful participation in a Level 3 (W) course. Open to Level 2B students and to transfer students who have taken composition elsewhere but have been placed at Level 1 or 2. Does not count toward major or minor in English.

*Prerequisite: students at Writing Level 2B*

**115 Principles of Public Speaking (3 credits)** Classroom experience in various types of formal and impromptu speaking; constructive criticism from the instructor and fellow students.

**150 Topics in Literature for Freshmen (3 credits)** These courses, designed especially for the first year student, approach the understanding of literature through topics and themes such as “Masquerade and Disguise” and “Reading Modern Poetry.” Fundamental skills of reading, writing, and interpreting literature are emphasized.

*Prerequisites: open to first year students*

**155 Men, Manhood, and Culture (3-4 credits)** This course takes as its subject representations of masculine behavior in contemporary American popular culture, with feature films, documentaries, fiction, and essays constituting course content. The works of writers such as Ernest Hemingway, James Thurber, Margaret Talbot, Judith Butler, and Norah Vincent, and films such as *Tarzan the Ape Man* (Van Dyke, 1932), *Shane* (Stevens, 1953), *On the Waterfront* (Kazan, 1954), *The Graduate* (Nichols, 1967), *Do the Right Thing* (Lee 1989), *Reservoir Dogs* (Tarantino, 1992), and *Fight Club* (Fincher, 1999) serve as so many “opportunities”—disguised as cultural artifacts—to examine the myths, models, and modes of masculine behavior that are circulated through American popular culture, establishing common conceptions and constructions of men, their manhood, and the competing masculinities that constitute a contemporary sense of what it means to be “a real man”—or, at least, to act like one. (FYS)

**190 Introduction to Literature and Criticism (3 credits)** The course is designed to teach students ways to explore, interpret, and appreciate texts by reading closely, writing critical essays, and applying critical approaches deliberately. Required texts will include poetry, fiction, and drama, and class discussions will familiarize students with critical terms relevant to each genre. English majors must take this course within one semester of declaring their major.

*Prerequisite: declared English major*

**200 Business Writing (3 credits)** Extensive practice in writing memos, letters and brief reports as solutions to communication problems encountered by managers. Study of the strategies of effective, tactful writing and the theory on which they are based. Covers writing within a business, organization or governmental agency as well as external communications with customers, clients or other firms or agencies. Limited to 20. Does not count toward the English major or toward the minor in literature. Offered yearly.

*Prerequisites: students at Writing Level 4*

**205 Journalism (3 credits)** Theory and practice of writing news stories, editorial opinion, feature articles and columns. Comparative study of current newspapers and news magazines. Introduction to copy editing, design, layout and production of news publications. Does not count toward the English major or toward the minor in literature. Offered yearly in the fall.

*Prerequisite: students at Writing Level 4*

**208 The Anatomy of English (3 credits)** A systematic, practical, and analytic study of the structure and function of words, phrases, and clauses in the English language with emphasis on the recognition of form and the analysis of function.

This basic syntax course is designed for those students who wish to enrich their knowledge of and satisfy their curiosity about the English language through an in-depth study of authentic materials by authors from diverse backgrounds. It is recommended to English majors and minors, those planning to tutor at the Writing Center or student teach, and those serious about writing as a career.

**213 Introduction to Creative Writing (3 credits)** The course will approach reading as a way to develop the imagination of the writer of both poetry and short fiction. Students will read widely in both genres, write poems and short stories in response to the readings, and participate in workshop discussions of their writing. The class will also consider relations between poetry and fiction, in terms of both their historical development and contemporary practice. Several short analytical essays on the assigned readings as well as the students’ original poetry and fiction will be expected. (EL)

**221 Classical Mythology (3 credits)** An introductory survey of the myths and legends of the Greek and Roman gods and heroes most commonly encountered in the art, architecture, and literature of these two peoples. The vital place which these tales occupied in the fabric of the Greek and Roman societies will be emphasized.

**233 The Fury of the Northmen: Outlaws, Gods, Kings, and Other Vikings (3 credits)** An introductory survey of one of the great literary traditions of the world, that of medieval Scandinavia and Iceland. The barbarian pagan invaders from the Scandinavian peninsula astonished and terrified the medieval Christian societies of the late 8th and 9th centuries, raiding and settling throughout Western Europe and beyond, from Nova Scotia to Byzantium. After their conversion to Christianity in the 10th and 11th centuries, however, the erstwhile Vikings performed a second astonishing feat: they created a body of vernacular literature that is virtually unparalleled in its imagination, breadth, and beauty. This course examines a small piece of this rich heritage through readings (in translation, of course) of examples of the major genres of Old Norse-Icelandic literature: eddic poetry, skaldic poetry, and saga. Recurrent themes and emphases will include the importance of revenge, the law, the varying roles of women, and the evolving influence of Christian ideology.

**241 American Literature: Civil War to the Present (3 credits)** A study of selected works of leading American authors since the Civil War, such as Dickinson, Twain, Gilman, Wharton, Cather, Frost, Hemingway, Faulkner, Hurston, and Wright. Stress is on major cultural and literary movements.

**243 Novellas and Short Novels (3 credits)** An introductory course focusing on novellas and short novels as forms of fiction that may be distinguished from their cousins, the novel and short story, by subject matter, style, and length. The course may include such authors as Leo Tolstoy, Italo Calvino, Katherine Anne Porter, William Maxwell, Stanley Elkin, George Saunders, Jane Smiley, Gabriel Garcia Marquez, Andrea Barrett, and Laurie Colwin, among others. Students will engage in a series of

close readings of the texts and will conclude the course with a larger research project.

**245 African American Literature (3 credits)** A study of the narrative construction of black identity in major works in key African American literary forms: slave narratives, autobiographies, and fiction. Includes works by such writers as Frederick Douglass, Harriet Jacobs, Richard Wright, Ralph Ellison, and Toni Morrison.

**247 Four Modern American Poets (3 credits)** This class will focus on how to read, experience and develop an understanding of four of the great American poets of the twentieth century. We will strive to develop an understanding of the art of poetry and how poets create a working style. The course will also focus on developing critical reading and writing skills and on presentation skills, since each student will be expected on a regular basis to introduce specific poems for discussion. In recent years the course has studied poets such as Robert Frost, Emily Dickinson, Wallace Stevens, Marianne Moore, E. E. Cummings, T. S. Eliot, Elizabeth Bishop, Robert Lowell, and John Ashbery. This course is normally offered during January Term.

**248 Hitchcock (3 credits)** A study of the films of Alfred Hitchcock, this course explores various aspects (cinematic, literary, psychological, and political) of the Hitchcockian metaphysic, with particular emphasis on his literary sources (including works by Poe, Mary Shelley, Stoker, Conrad, Buchan, and Du Maurier) and relationships with contemporaries such as Fritz Lang, Orson Welles, and Preston Sturges. Films include *Blackmail*, *Sabotage*, *The Lady Vanishes*, *Rebecca*, *Mr. and Mrs. Smith*, *Notorious*, *Rope*, *Strangers on a Train*, *Dial M for Murder*, *Rear Window*, *Vertigo*, *North by Northwest*, and *Psycho*.

**250 Topics in Literature (3 credits)** A study of various authors, themes, movements, genres, with attention to their historical context. May be repeated with different course content.

**261 Imperial Nightmares (3 credits)** This course examines the cultural anxieties embodied in nineteenth- and early twentieth-century literary works (imperialist novels and romances, utopian and dystopian fictions, fantasies, satires, allegories, poems, stories of adventure, science fiction, and horror) by authors such as Robert Browning, Thomas De Quincey, Charlotte Perkins Gilman, Franz Kafka, Rudyard Kipling, Herman Melville, Bram Stoker, Mark Twain, and H. G. Wells.

**262 Utopia and Dystopia in Literature (3 credits)** This course offers an interdisciplinary engagement with various elements of the Utopian tradition, including its pessimistic alter ego, the dystopia. From the fundamental question of whether it is possible to imagine social forms radically different from our own, we will trace a series of ever widening circles through matters of human nature, money, technology, desire, authority, fear, and much else besides. Authors may include Thomas More, William Morris, Karl Marx, Yevgeny Zamyatin, George Orwell, Ursula LeGuin, Kim Stanley Robinson, Joanna Russ, and Margaret Atwood.

**263 Four Fantasists (3 credits)** An exploration of the literary fantasy focusing on works by four of the central figures in the history of the genre: William Morris, H. G. Wells, E. R. Eddison, and J. R. R. Tolkien. More fundamentally, this course examines the literary fantasy as a response to some of the issues (industrialization, imperialism, technology, warfare, pollution, alienation, exploitation) that have tended to dominate modern life and culture.

**264 Supernatural Horror in Literature (3 credits)** A guided tour through the literary Gothic, a castle filled with chambers, crypts, and dungeons, each of them containing a frightful ghoul or spectre (psychological, antiquarian, cosmic, decadent) waiting to pounce upon the innocent and unsuspecting visitor. Readings include works by Horace Walpole, Matthew G. Lewis, Edgar Allan Poe, Bram Stoker, J. S. Le Fanu, M. P. Shiel, Arthur Machen, Charlotte Perkins Gilman, H. G. Wells, H. P. Lovecraft and Stephen King.

**268 Issues in British Literature and Culture since 1660 (3 credits)** A study of selected issues in British literature such as marginality, gender, sexuality, and colonialism, with emphasis on a text's relation to ideology and British culture. Topics may include "Imperial Nightmares" and "Unruly Women." May be repeated with different course content.

**When a 300-level course is offered as an Approaches (A) course, it carries an additional hour of credit.**

**300 Teaching Assistant in Composition (2 credits)** Training and practice in the teaching of writing. Students will serve as tutors in the Writing Center under supervision of the coordinator. Open to students of strong writing ability regardless of major. Consent of coordinator required early in term preceding enrollment. May be taken twice. Offered every term. (EL)

**305 Advanced Journalism (3 credits)** Using the basic skills of reporting and writing, students will progress to a more complex storytelling in individual and group projects. Types of news projects include participatory journalism, interpreting data, features, profiles and localizing U.S. and international news. Students will compile a portfolio of their work and design a resumé for use in future job searches. Does not count as a literature or creative writing course. Offered alternate Spring Terms.

*Prerequisite: ENGL 205*

**310 Creative Nonfiction Workshop (3 credits)** Practice in writing a variety of kinds of non-fictional prose. Readings in the New Journalism, study of professional writing in such periodicals as *The Atlantic Monthly*, *The New Yorker*, and *The New York Times*. Does not count as a literature course. (EL)

**311 Intermediate Writing Workshop: Fiction (4 credits)** Practice in the writing of fiction; exercises in theme and technique. Workshop and conference. Readings in the short story and the theory of fiction. Does not count as a literature course. (EL)

*Prerequisite: ENGL 213*

**312 Intermediate Writing Workshop: Poetry (4 credits)** Practice in the writing of poetry; exercises in form. Readings in prosody, poetics, and contemporary poetry. Does not count as a literature course. (*EL*)

*Prerequisite: ENGL 213*

**321 Drama to 1850 (3 credits)** European plays from the late Middle Ages to the beginning of the modern era will be studied either as part of a broad survey or as representative examples of a particular time or place. Shakespeare will not be included, and all plays will be in English.

**322 Modern Drama (3 credits)** European and American plays written after 1850 and before the last quarter of the 20th century will be studied. Genres and movements such as realism, expressionism, and the Theatre of the Absurd will be considered when reading plays by such writers as Ibsen, Strindberg, Chekhov, Shaw, Giraudoux, O'Neill, Brecht, Ionesco, Beckett, and Williams.

**323 Contemporary U.S. Drama (3 credits)** This class will cover some of the most important and exciting theatrical voices of the past fifty years, celebrating the possibilities of America and the American theater. Our studies will send us from coast to coast and in between, revealing American drama as diverse as the peoples that make this nation. Students will come to an understanding of why these living documents are important theatrically (artistically) and socio-historically (culturally).

**324 Contemporary British Drama (3 credits)** This course explores some of Britain's key dramatic works of the past fifty years, including works associated with (post-)colonialism. The students will come to an understanding of why these living documents are important theatrically (kitchen-sink realism, post-Brechtian, absurd, Angry Young Men, In Yer Face, farce, docudrama, state of the nation) and socio-historically (issues related to war, gender roles, sexuality, class, privilege, mental illness, race, religion, government, power, national identity, censorship, jingoism, among others).

**329 British Literature: Beginnings through Milton (3 credits)** Examines the sweep of British literature from the Anglo-Saxon period through the works of Milton and his contemporaries. Emphasis will be on the characteristics of specific literary works and of the favored forms within an historical period, as well as the interactions between literature and culture during a historical period. Designed for English majors. Offered yearly.

*Prerequisite: ENGL 190 with a grade of C or above.*

**330 Old English Literature (4 credits)** An exploration of the literature, language, and culture of the Old English period (c. 500-1100). An examination of the complex and multi-linguistic culture of England in the Anglo-Saxon period will be coupled with intensive study of Old English prose and poetic works such as "The Life of St. Edmund," the Anglo-Saxon Chronicles, "The Dream of the Rood," "The Wanderer," "The Seafarer," and selections from Beowulf.

**331 Chaucer (4 credits)** Intensive study of the works of Chaucer. Special attention will be paid to gaining fluency in reading Chaucer's Middle English (both silently and aloud), cultural context, and critical reception. Some of Chaucer's shorter works may be studied, but the main concentration of the course will be on his two masterpieces, Canterbury Tales and Troilus and Criseyde.

**336 Shakespeare I: The Early Plays (4 credits)** Advanced study of plays from the first half of Shakespeare's career as a dramatist, with attention to the development of Shakespearean comedy, to the playwright's achievement in dramatizing English history, and to the interpenetration of these genres. The plays will be considered as scripts for a particular theatre in a particular place and time, as well as texts of enduring critical controversy, cultural interest, and iconic significance.

**337 Shakespeare II: The Later Plays (4 credits)** Advanced study of Shakespeare's later works, beginning with Hamlet, that is, the major tragedies and romances. Special attention will be paid to cultural context, critical reception, and stage history. Note: students do not need to have taken ENGL 336 to enroll in ENGL 337.

**350 Selected Topics (3-4 credits)** Advanced study of a wide range of literary topics.

**355 British Romanticism (3 credits)** Although "Romantic" elements can be found both in works dating back to the Middle Ages (Sir Gawain and the Green Knight is a medieval "romance") and in many works of contemporary culture (the paintings of Claude Monet, Paul Cézanne, and Julian Freud, the songs of Bob Dylan and the Beatles, and the writings of Franz Kafka, Gabriel Garcia Marquez and Karen Russell also bear, each in its own way, the stigmata of "Romanticism"), this course focuses on British Romanticism, a discrete, intensely radical literary movement the central tenets of which are articulated in the revolutionary 1801 essay, "Preface to the Lyrical Ballads" in which the poet William Wordsworth effectively repudiates what he took to be the artificial values and habits of Neoclassical literature, recommending instead an aesthetic of sensation and imagination that both embodies and is intended to provoke a "spontaneous overflow of powerful feelings." Conventionally, the Romantic Movement has been understood to consist of two generations of authors, the first of which includes William Blake, William Wordsworth, and Samuel Taylor Coleridge, and the second Charles Lamb, Percy Bysshe Shelley, George Gordon Byron, and John Keats (of the 1819 "odes" fame). As a genre that leads its readers through more infernal "caverns measureless to man," "Gothic" literature is an expression of the Romantic impulse, with authors such as Ann Radcliffe, Horace Walpole, William Beckford, Matthew Lewis and Mary Shelley also figuring in any serious study of this literary movement, which in the decades spanning the publication of Blake's Songs of Innocence in 1789 and the death of Byron in 1824 burned with a hard, gemlike flame that would eventually flare up again in the Decadent and Aesthetic Movements that flourished in fin de siècle Western Europe.

**365 Modern British Literature (3 credits)** Major trends and writers of British poetry and prose from 1914-60, including Forster, Joyce, Lawrence, Thomas, Woolf, and Yeats.

**367 British Authors (3 credits)** Courses under this heading focus on the works of one to three British authors read closely within the context of their lives, culture, and critical reception. Possible authors include John Milton, Jane Austen, Charlotte Brontë, Charles Dickens, Oscar Wilde, Virginia Woolf, and James Joyce. May be repeated with different course content.

**370 American Literature: Beginnings through Civil War (3 credits)** Traces the development of American literature from its roots in the 17th century to the 19th century flowering of the “American Renaissance,” with a primary emphasis on major works by authors such as Bradstreet, Poe, Emerson, Thoreau, Hawthorne, Melville, Whitman, Douglass, and Dickinson. Emphasis throughout is on the development of a distinctively American voice, sense of identity, and awareness of social complexity. Designed for English majors. Offered yearly.

*Prerequisite: ENGL 190 with a grade of C or above*

**374 Modern American Literature (3 credits)** A close study of major American authors of the 20th century to 1945. A balance between poets and novelists is maintained. Includes such major poets as Frost, Eliot, Stevens, Pound, Moore and Williams; and such major novelists as Hemingway, Faulkner, Fitzgerald, Wright, and Welty.

**375 Contemporary American Literature (3 credits)** A close study of American authors since 1945 including such poets as Lowell, Roethke, Ginsberg, Plath, Bishop, and Rich; and such fiction writers as Nabokov, Bellow, Cheever, Updike, O’Connor, Barth, and Morrison.

**378 American Indian Literature (3 credits)** American Indian literature has been shaped by ancient tradition and the historical experience of American Indian life. Readings will include such early writers as Eastman, Winnemucca, McNickle and E. Pauline Johnson to help us understand the growth of literature as an Indian expressive art. Works by such writers of the American Indian Renaissance (1969 to the present) as Momaday, Silko, Erdrich, Harjo, Revard, Welch, and Alexie address contemporary problems in reservation and urban life, and the place of traditional cultures in sustaining Indian community and identity.

**380 Major American Authors (3 credits)** Courses under this heading seek to enhance our understanding of the life and works of one or more important American authors such as Hawthorne, Melville, Whitman, Dickinson, Faulkner, Frost, Stevens, Bishop, Lowell, Oates, and Morrison. In general, the emphasis is on the close reading of a body of work within a framework of cultural contexts, theoretical constructs, and critical traditions.

**382 Issues in American Literature and Culture (3 credits)** Advanced study of selected issues in American literature and culture, exploring the incisive, imaginative responses of American writers to their times, and examining the way literature

is shaped by, and helps us to shape, cultural contexts. May be repeated with different course content.

**384 Studies in American Poetry (3 credits)** Advanced study of an aspect of American poetry. Specific courses will explore an important circle of poets, a period, an artistic form, or a historical issue or cultural problem confronted by American poets. Courses taught under this heading include Four Contemporary Poets, Contemporary Poetry, and American Women Poets. May be repeated with different course content.

**386 The Modern American Novel (3 credits)** An exploration of central issues of American culture, history, and consciousness in the developing American novel, as well as its generic features. Includes works by such writers as Fitzgerald, Hemingway, Hurston, Wharton, Cather, Steinbeck, Faulkner, and Ellison.

**390 Using Contemporary Theory (4 credits)** An introduction to some recent approaches to literature, such as deconstructive, reader-response, psychological, feminist, cultural, and materialist theories. The course offers practical experience in using these methodologies in reading and writing about literature. Offered as an Approaches (A) course.

**391 Modes and Methods of Scholarship (4 credits)** This course serves as an introduction to the art of scholarship, a guided tour of the tools of the scholarly trade, and a prelude to the process of writing a Senior Thesis. Particular emphasis is placed on research methods and technologies that will facilitate critical analysis of a wide range of important texts. Offered as an Approaches (A) course.

**411 Advanced Fiction Workshop (4 credits)** Practice in writing longer forms of fiction and in producing the finished short story. Workshop and conference. Offered alternate years. (EL)

*Prerequisites: ENGL 311*

**412 Advanced Poetry Workshop (4 credits)** Practice in writing poetry. Students will be expected to produce a manuscript of finished poems. Workshop and conference. Offered alternate years. (EL)

*Prerequisites: ENGL 312*

**470 Seminar in Selected Topics (4 credits)** Concentrated study of a limited literary subject, such as a single author, a particular movement, a theme or, occasionally, a single work. Recent examples: The 1890s; Fitzgerald and Cather; Anglo-Scandinavian England; Creation in Literature and Art; Elizabeth Bishop and Robert Lowell; Melville; Rule and Misrule in the 18th Century; and New England Women Writers. Open to junior and senior English majors. Limited to 15. Offered fall and spring. (ILS)

**489 Senior Project Methods (1 credit)** Guided group preparation prior to the individual directed study of English

**490 Senior Project in English (4 credits)** Working from a topic approved in the preceding term, students preparing for literature projects will read their primary works and explore them in informal writing, develop a research question and a working thesis, prepare a full proposal in consultation with their project supervisor, consult with a research librarian to locate secondary sources, and discuss possible critical approaches. Creative writing students will read and annotate models appropriate to

their projects, develop a full proposal in consultation with their project supervisor, workshop a preliminary section of the manuscript, and read writers' essays on their craft. Offered Fall Term.

*Prerequisite: permission of instructor is required*

**490 Senior Project (4 credits)** During January Term of their senior year, majors must complete a directed study resulting in a critical essay of at least 20 to 30 pages on an author or topic or producing a manuscript of poetry, short stories, or a novella prefaced by an essay. Students will arrange for an informal oral review of the paper involving themselves, the study advisor, and one other member of the department. Open only to senior English majors.

*Prerequisites: Writing Level 4, ENGL 489, AND one Approaches (A) course with a grade of C or above.*

*Additional prerequisites for a senior project in creative writing: a concentration in creative writing that includes ENGL 311 OR ENGL 312 with a grade of C or above AND at least one 400-level workshop, preferably in the genre chosen for the senior project.*

## English Major Requirements

Minimum of 13 courses, distributed as follows:

One gateway course	Nine courses at 300/400-level including one Approaches course distributed as follows		Two additional courses in literature at the 300-level	The following three required courses	Three elective literature courses at least two at or above the 200-level
ENGL 190 Introduction to Literature and Criticism*	<i>Two foundational courses in literary antecedents</i>	<i>Two course in literature before 1800 selected from:</i>		ENGL 470 Seminar in Selected Topics	One creative writing course is allowed
	ENGL 329 British Literature: Beginnings through Milton	ENGL 321 Drama to 1850		ENGL 489 Senior Project Methods	Expository writing and public speaking courses are not allowed**
	ENGL 370 American Literature: Beginnings through the Civil War	ENGL 330 Old English Literature		ENGL 490 Senior Project	
		ENGL 331 Chaucer ENGL 336 Shakespeare I			
		ENGL 337 Shakespeare II			
		ENGL 350 Selected Topics in Literature before 1800			
		ENGL 367 British Authors Before 1800 (includes Austen)			
		ENGL 378 American Indian Literature			
		ENGL 470 Seminar in Literature Before 1800			

\*English majors must take this course within one semester of declaring their major.

\*\*Student teachers and students with an emphasis in Writing may substitute ENGL 310 Creative Writing: Non-Fiction for one literature elective

**Creative Writing Major Requirements:**

One gateway course	Two elective literature courses, at or above the 200-level	Two foundational courses in literary antecedents	One course in literature before 1800, selected from	One additional course in literature at the 300 level	Five Creative Writing courses as sequenced	Methods and Capstone
ENGL 190 Introduction to Literature and Criticism*		ENGL 329 British Literature: Beginnings through Milton	ENGL 321 Drama to 1850		ENGL 213 Introduction to Creative Writing	ENGL 489 Senior Project Methods (1 credit)
		ENGL 370 American Literature: Beginnings through the Civil War	ENGL 330 Old English Literature		Three additional creative writing courses at or above the 200-level, at least two of which must be at the 300/400 level	ENGL 490 Senior Project
			ENGL 331 Chaucer		ENGL 411 Fiction Workshop	
			ENGL 336 Shakespeare I		<b>OR</b> ENGL 412 Poetry Workshop	
			ENGL 337 Shakespeare II			
			ENGL 350 Selected Topics in Literature Before 1800			
			ENGL 367 British Authors Before 1800 (includes Austen)			
			ENGL 378 American Indian Literature			
			ENGL 470 Seminar in Literature Before 1800			

\*Creative Writing majors must take this course within one semester of declaring their major.

### **English Major with Emphasis in Writing Requirements**

Minimum of 18 courses, distributed as follows:

#### **Eleven courses in literature:**

<b>One gateway course</b>	<b>Eight courses at the 300- or 400-level, including one Approaches course</b>				<b>Two elective literature courses at or above the 200-level</b>
ENGL 190 Introduction to Literature and Criticism	<p><i>Two foundational courses in literary antecedents</i></p> <p>ENGL 329 British Literature: Beginning through Milton</p> <p>ENGL 370 American Literature: Beginning through Civil War</p>	<p><i>Two courses in literature before 1800 selected from:</i></p> <p>ENGL 321 Drama to 1850</p> <p>ENGL 325 The British Novel I</p> <p>ENGL 330 Old English Literature</p> <p>ENGL 331 Chaucer</p> <p>ENGL 333 Middle English Literature</p> <p>ENGL 335 English Renaissance</p> <p>ENGL 336 Shakespeare I</p> <p>ENGL 337 Shakespeare II</p> <p>ENGL 340 17th-Century British Literature</p> <p>ENGL 345 18th-Century British Literature</p> <p>ENGL 350 Selected Topics in Literature before 1800</p> <p>ENGL 355 British Romantics</p> <p>ENGL 367 British Authors before 1800</p> <p>ENGL 368 Issues in British Literature and Culture before 1800</p>	<p><i>One additional course in literature at the 300-level</i></p>	<p><i>Three 400-level courses</i></p> <p>ENGL 470 Seminar in Selected Topics</p> <p>ENGL 489 Senior Project Methods in Literature</p> <p>ENGL 490 Senior Project in Literature</p>	<p>Students may substitute ENGL 310 Advanced College Writing for one literature elective</p>

ENGL 378 American Indian Literature
ENGL 470 Seminar in Literature before 1800

**Seven courses in writing:**

<b>One gateway course</b>	<b>Two 300-level writing workshops</b>	<b>Three 400-level courses (including one 400-level workshop)</b>	<b>One elective from the following</b>
ENGL 213 Introduction to Creative Writing	ENGL 310 Creative Nonfiction Workshop  ENGL 311 Intermediate Fiction Workshop  ENGL 312 Intermediate Poetry Workshop	ENGL 411 Advanced Fiction Workshop  <b>OR</b>  ENGL 412 Advanced Poetry Workshop  ENGL 489 Senior Project Methods in Creative Writing  ENGL 490 Senior Project in Creative Writing	ENGL 200 Business Writing          ENGL 205 Journalism   ENGL 250 Introduction to Grant Writing*  ENGL 250 Careers in Writing*  ENGL 300 Teaching Assistant in Composition  ENGL 305 Advanced Journalism  ENGL 311 Intermediate Fiction Workshop  ENGL 312 Intermediate Poetry Workshop  ENGL 411 Advanced Fiction Workshop  ENGL 412 Advanced Poetry Workshop  ENGL 295/395/495 Internship  THEA 270 Playwriting

*\*Note: two two-credit courses count as "one elective"*

**Literature Minor Requirements:**

Minimum of six courses, distributed as follows:

<b>One gateway course</b>	<b>One 300-level course in Literature before 1800, selected from:</b>	<b>One 300-level course in Literature after 1800, selected from:</b>	<b>Three additional Literature courses to be selected in consultation with student's advisor</b>
ENGL 190 Introduction to Literature and Criticism	ENGL 321 Drama to 1850  ENGL 329 British Literature: Beginnings through Milton  ENGL 330 Old English Literature  ENGL 331 Chaucer  ENGL 336 Shakespeare I  ENGL 337 Shakespeare II  ENGL 350 Selected Topics in Literature Before 1800  ENGL 367 British Authors Before 1800 (includes Austen)  ENGL 378 American Indian Literature  ENGL 470 Seminar in Literature Before 1800	ENGL 322 Modern Drama  ENGL 323 Contemporary Drama  ENGL 350 Selected Topics in Literature after 1800  ENGL 355 British Romanticism  ENGL 367 British Authors (includes Austen)  ENGL 370 American Literature: Beginnings through Civil War  ENGL 374 Modern American Literature  ENGL 375 Contemporary American Literature  ENGL 380 Major American Authors  ENGL 382 Issues in American Literature and Culture  ENGL 384 Contemporary American Poetry  ENGL 386 The Modern American Novel  ENGL 470 Seminar in Literature after 1800	

**Writing Minor Requirements:**

Minimum of six courses, distributed as follows:

<b>Five courses in Writing</b>		<b>Two—Three Elective Courses Totaling at least 6 credits</b>	<b>One Literature Course</b>
<i>Two Foundational Writing Courses (6 credits)</i>	<i>One 300-level Writing Workshop (4 credits)</i>	ENGL 200 Business Writing	Either ENGL 190 <b>OR</b> A literature course at the 200-level or above
ENGL 213 Introduction to Creative Writing	ENGL 311 Intermediate Fiction Workshop	ENGL 205 Journalism	
ENGL 310 Creative Writing: Non-Fiction	ENGL 312 Intermediate Poetry Workshop	ENGL 250 Introduction to Grant Writing	
		ENGL 300 Teaching Assistant in Composition	
		ENGL 305 Advanced Journalism	
		ENGL 322 Intermediate Fiction Workshop	
		ENGL 312 Intermediate Poetry Workshop	
		ENGL 411 Advanced Fiction Workshop	
		ENGL 412 Advanced Poetry Workshop	
		ENGL 295/395/495 Internship	
		THEA 270 Playwriting	

\*With the exception of ENGL 489, only courses bearing 3 or more credits satisfy requirements in the major, minor, and emphasis.

## **Environment, Sustainability & Society**

**Program Coordinator:** Mark Davies (Education)

**Faculty:** Robert Seguin; Jason Antrosio; Karl Seeley; Jeremy Wisniewski; Reid Golden; Richard Barlow; L. Gerald Hunsberger; Min Chung; Lisle Dalton; Katharine Kreisher; Mark Kuhlmann; Catherine Minogue; Eric Johnson; David Griffing; Kevin Schultz

### **Teaching Faculty and Steering Committee:**

Zsuzsanna Balogh-Brunstad (Chemistry/Geology); James Buthman (Political Science); Mark Davies (Education); Peter Fauth (Biology); Amy Forster Rothbart (Political Science)

### **Major**

Environment, Sustainability and Society

### **Minor**

Environment, Sustainability and Society

### **About**

The interdisciplinary major in Environment, Sustainability and Society draws on the humanities, social sciences, and physical sciences. An Environment, Sustainability and Society major provides an interdisciplinary framework for studying some of the most compelling struggles of our time. Such a major takes advantage of Hartwick's pre-existing liberal arts structure, while allowing for the study of the real-world issues shaping modern sustainable practices. This major is well positioned to meld the liberal arts and experiential learning to educate students to become conscientious citizens in a new era of sustainable awareness. With an Environment, Sustainability and Society major, Hartwick will be working to fulfill its promise as "a future-directed college, focusing on educating people in ways that will make them effective and contributing citizens to the world of their future."

By completing a degree in Environment, Sustainability and Society, students will gain a competitive foothold on an expanding job market in "green careers." Our graduates benefit from our strong liberal arts education and a degree in Environment, Sustainability and Society would allow them to gain a competitive foothold within an exciting and expanding job market. In recent years the need for employees with degrees in environmental areas and sustainability has been increasing.

The Environment, Sustainability and Society major exposes students to breadth of understanding as well as a depth of knowledge in the following ways:

**Breadth.** In order to effectively address environmental issues and create or discover solutions, students will need to draw from a broad base of thinking. The Foundation Courses requires students take courses that provide sufficient breadth in a variety of discipline areas.

**Depth.** The major provides disciplinary depth as students take upper-level courses in their chosen area in order to provide greater opportunities to develop comprehensive understanding and ability to use the intellectual tools of the discipline.

**Experiential Component.** The major requires all students to participate in an internship or field-based experience so that they are able to apply knowledge in a hands-on, real world

experiential study. Requirement is met through an approved internship, independent study, or J Term program.

**Capstone Senior Project.** All students within the major complete a capstone senior project during their final year of study. The capstone project will apply the broad interdisciplinary nature of the major to identify a relevant environmental or sustainability issue and use the knowledge and tools from coursework to address the issues. The use of the Pine Lake Environmental Campus as a case study is encouraged.

### **Program Objectives**

Understand existing and emerging environmental and sustainability issues affecting the natural world and society.

Identify environmental and sustainability issues and analyze the potential impact these issues could have on natural and human systems to proactively engage the world in a problem solving manner.

Utilize a broad base in the liberal arts, combined with the specific training within the major to examine, analyze, and critically engage emerging issues and develop the capacity to create sustainable solutions to these issues.

## **Environment, Sustainability and Society Courses**

**160 Introduction to Environmental Studies (3 credits)** This course investigates major contributions of the social and natural sciences to our understanding of how and why environmental problems happen. Environmentally harmful human behavior is not simply a fact of life, but a product of social conditions that can be studied, understood, and changed. In this course, we examine approaches to resolving environmental problems, including strategies such as market-based policies, reforms of property systems, and social movements that promote environmental justice and sustainable development. Students apply these conceptual approaches to root causes, consequences, and solutions to specific environmental topics.

**201 The Idea and Practice of Sustainability (4 credits)** Sustainability represents much more than just saving the rainforests and recycling trash. The idea of sustainability invites bigger questions about who we are, why we act the way we do, how we got into this situation, and what we are going to do about it. This course integrates the ideas, theories, and practices of sustainability in real world applications to the local living environment. We will focus our study on the prospects for sustainability on both global and local scales. Students will utilize concepts of sustainability through an in-depth analysis of the local foodshed. We will investigate the promises and pitfalls of our local foodshed, and the environmental, social and economic issues that limit, threaten or promote a sustainable food system. By the end of the semester, students will be familiar with the framework of the field of sustainability and will have gained experience in researching and analyzing sustainable issues in order to promote potential long-term changes in community practices.

**310 America's Energy Addiction (3 credits)** This course will examine what former President Bush called America's addiction to oil. Our long addiction to oil has transformed American culture and society and altered the geographical landscape. This addiction has a serious downside (all addictions do); the world supply of oil cannot keep up with present rates of consumption. Petroleum is finite and oil industry scientists (and others) predict that the rate of extraction has reached its highpoint and will begin to decline. This means that oil will become scarce and more expensive which will impact all facets of American life. Will we continue down the consumption path? Or will we take a bold step and begin to decelerate consumption while working toward a different vision of American life and prosperity.

**320 Geographic Information Systems (3 credits)** In this course students become familiar with Geographic Information Systems and data structures and applications in decision making and problem solving. Students will receive an introduction to ESRI's ArcGIS software including data structures, dereferencing, data classification, cartography and spatial data analysis as well as applications of GIS to critical, informed decision making. Students will explore and evaluate a variety

of data sources, and introduce them to as well as open source software options. Through interaction with geospatial data and map creation, students can begin to think critically about how to turn raw spatial data into useful information. Students will complete a mapping project of their choice and will find and integrate data from multiple sources and databases of geographic concepts.

**410 Environment, Sustainability and Society Internship or Independent Study (3 credits)** Through this course, students will either intern with an environmental, sustainable or community improvement organization or conduct an independent project exploring issues and sustainable solutions. The emphasis in this course is hands-on application and exploration of issues related to sustainability.

**420 Environment, Sustainability and Society Research Project (3 credits)** In this senior capstone for the Environment, Sustainability and Society Major, students will research issues related to the environment and sustainability and applications within society or natural and built environments and write a formal paper exploring the issue or detailing the project.

*Prerequisite: ENSS 410*

### **Environment, Sustainability and Society Major Requirements:**

Complete at least 61 credits, as follows:

#### **Foundational Core Courses (25 credits)**

Students will take eight courses that reflect the breadth of environmental, sustainability and society concerns and are representative of different modes of inquiry.

<b>Interdisciplinary</b>	<b>Physical &amp; Life Sciences</b>	<b>Social &amp; Behavioral Sciences</b>	<b>Humanities &amp; the Arts</b>
ENSS 160 Introduction to Environmental Studies	BIOL 260 Conservation Biology	ECON 150 Economics of Sustainability	PHIL 271 Values and Society
	MATH 108 Statistics	POSC 290 Environmental Policy and Politics	PHIL 250 TIP: Environmental Ethics
	GEOL 109 Global Environment w/Lab		

**Depth and Choice Elective Courses (30 credits)**

Working with an advisor, students will determine the direction of their coursework and develop a purposeful plan that adds depth within the field by taking a selection of designated upper-level courses.

*Note: The “Depth and Choice” component represents essentially 8-10 courses for each student major, and below we list at least six courses in each academic division (as well as two interdisciplinary courses) that have been offered recently or consistently and will be expected to continue.*

*Moreover, please note that although some of these courses have prerequisites (they are meant to be upper-level courses), many professors would be willing to waive the prerequisites for majors in Environment, Sustainability and Society if the major has already completed at least three of the five foundational courses at the time of enrollment. Those professors who have already indicated a willingness to waive prerequisites for such students are indicated with an asterisk (\*).*

<b>Interdisciplinary</b>	<b>Physical &amp; Life Sciences</b>	<b>Social &amp; Behavioral Sciences</b>	<b>Humanities &amp; the Arts</b>
ENSS 310 America’s Energy Addiction	BIOL 303 Ecology <b>AND</b> BIOL 303L Ecology Lab	ANTH 341 Cultural Ecology*	ART 217 Works on Paper: Land into Landscape
ENSS 320 Geographic Information Systems	BIOL 435 Behavioral Ecology	ECON 314 Development and Transition	ART 344 Photojournalism
	CHEM 203 Analytical Chemistry	ECON 318 Environmental Economics	ENGL 262 Utopia & Dystopia in Literature
	ENCH 315 Environmental Chemistry*	HIST 241 Environmental Injustice	PHIL 336 Ethics
	GEOL 202 Meteorology	POSC 370 Environmental Law	RELS 347 Religion and Nature
GEOL 274 Off-Campus Field Studies Orientation	POSC 350 Energy Policy		
GEOL 275 Geology and Natural History of Hawaii	POSC 325 Global Environmental Governance*		
	PHYS 125 Energy in Today’s Society	SOCI 322 Population and Ecology	

**Required Capstone Courses (6 credits)**

All majors will participate in an internship (or independent study) and a capstone research project. The internship and capstone project is determined by the student’s interest.

<b>Internship/Independent Study</b>	<b>Research Project</b>
ENSS 410 Environment, Sustainability and Society Internship/Independent Study	ENSS 420 Environment, Sustainability and Society Research Project

**Environment, Sustainability and Society Minor Requirements**

With an academic advisor, complete a program of at least 30 credits distributed as follows:

**Foundation Courses (12-13 credits)**

Students will take four courses that reflect the breadth of environmental, sustainability and society concerns and are representative of different modes of inquiry.

<b>Required courses</b>	<b>One course from Arts &amp; Humanities</b>	<b>One course from Physical &amp; Life Sciences</b>	<b>One course from Social &amp; Behavioral Sciences</b>
ENSS 160 Introduction to Environmental Studies	PHIL 271 Values and Society	BIOL 260 Conservation Biology	ECON 150 Economics of Sustainability
	PHIL 250 TIP: Environmental Ethics	GEOL 109 Global Environment w/Lab	POSC 290 Environmental Policy and Politics

**Depth and Choice Courses (15 credits)**

Working with an advisor, students will determine the direction of their coursework and develop a purposeful plan that adds depth within the field by taking a selection of designated upper-level courses ([see list of courses from major](#)).

**Required Capstone Course (3 credits)**

All minors will participate in an internship or capstone research project. The internship or capstone project will be determined by the student's interest. Minors take one of the following:

<b>Internship/Independent Study</b>	<b>Research Project</b>
ENSS 410 Environment, Sustainability and Society Internship/Independent Study	ENSS 420 Environment, Sustainability and Society Research Project

## Environmental Chemistry

**Faculty:** Andrew J. Piefer (chair); Zsuzsanna Balogh-Brunstad; John Dudek; Mark Erickson; Wayne McMahon; Catherine Vincent;

**Major**

Environmental Chemistry

**Minor**

N/A

**About**

Hartwick College offers an American Chemical Society (ACS) approved B.S. degree in Environmental Chemistry. The word environment in its broadest sense means an individual's or community's surroundings. Environmental Chemistry is thus the study of the composition and changes in composition of our surroundings. Environmental Chemistry applies chemistry to a wide variety of situations including, but not limited to, the broad categories of natural water, air, and soil chemistry; water, air, and soil pollution; pollution remediation; water, waste water, air, and hazardous waste treatment; pollution prevention (also known as green chemistry); toxicology; and resource availability and use. Some specific issues you may be familiar with that fall under these broad categories include ozone depletion, global warming, indoor air pollution, availability and use of fossil fuels, alternative energy sources, acid rain, and many others.

Requirements for a major in Environmental Chemistry include courses in Biology and/or Geology as well as in chemistry and auxiliary courses in math and physics. A required senior research project involves laboratory, library, and possibly field work, interpretation of data, and oral and written reports of the results.

In addition to the independent research required for their Senior Project, Environmental Chemistry majors often collaborate with faculty on ongoing research and/or complete internships with state and federal agencies, environmental consulting firms, or other universities.

Hartwick's major in Environmental Chemistry prepares students for entry-level positions in consulting firms, industry, state and

federal government agencies, and research laboratories or for entry into graduate school to pursue a master's or doctoral degree.

### Environmental Chemistry Courses

**315 Environmental Chemistry (3 credits)** (3 one-hour lectures weekly). This course examines the transport, reactions, and effects of chemical species in aquatic, terrestrial and atmospheric environments. Topics will include the application of chemical principles to current environmental problems such as: acid precipitation, water pollution and treatment, hazardous waste treatment, soil chemistry, pesticide behavior, global warming and photochemical smog formation. (*SCI*)

*Prerequisite: CHEM 108 OR CHEM 109*

*Corequisite: ENCH 315L*

**315L Environmental Chemistry Lab (2 credits)** (1 four-hour laboratory weekly). The laboratory introduces basic procedures in environmental monitoring (air, water, and soil sample collection and analysis). (*LAB*)

*Corequisite: ENCH 315*

**490 Senior Thesis Research Fall (1 credit)** The first part of a year-long research project. The student must develop an original research idea into an oral and written research proposal to be approved by the chemistry department and must begin working on the research project.

**490 Senior Thesis Research January (4 credits)** A full-time research course. Each student shall work full time on a senior-level laboratory research project developed in collaboration with a member of the chemistry faculty.

**490 Senior Thesis Research Spring (1 credit)** The third part of a year-long research project. The student must complete the experimental portion of the project, interpret data collected, and report the findings of the research orally in an open forum and as a written thesis.

**A.C.S.-Approved Environmental Chemistry Major Requirements:**

<b>Introductory Chemistry</b>	<b>Eight core courses</b>	<b>Two course in Mathematics</b>	<b>Two courses in Physics</b>	<b>Two courses selected from</b>	<b>Senior Research Project</b>
CHEM 107 General Chemistry I <b>AND</b> CHEM 108 General Chemistry II <b>OR</b> CHEM 109 Accelerated General Chemistry	CHEM 201 Organic Chemistry  CHEM 202 Organic Chemistry II  CHEM 203 Analytical Chemistry  CHEM 210 Inorganic Chemistry  CHEM 303 Physical Chemistry I  CHEM 304 Physical Chemistry II  CHEM 404 Instrumental Methods  ENCH 315 Environmental Chemistry <b>AND</b> ENCH 315L Environmental Chemistry Lab	MATH 121 Single Variable Calculus  MATH 233 Multivariable Calculus	PHYS 201 General Physics I  PHYS 202 General Physics II	BIOL 303 Ecology  GEOL 305 Hydrology  BIOL 308 Aquatic Ecology  BIOL 425 Microbial Ecology  BIOL 435 Behavioral Ecology	ENCH 490 Senior Thesis Research on environmental topic

## Finance

**Department Chair:** Carlena Ficano

**Faculty:** Ramin Kasamanli; Yi Zheng; Jaeseong Lim

**Major**

N/A

**Minor**

Finance

**About**

The Finance Minor provides a foundation in the core topics critical to financial management success: Corporate Finance, Investment Management and Financial Institutions. The minor's focus is theory applied to ethical decision making and critical thinking through case analysis and computer simulations of portfolio management, corporate financial operations and business valuation. The minor is the first step to a career in finance as, for example a corporate finance officer, a stockbroker, a portfolio manager, a financial analyst, a banker, or a financial consultant.

### Finance Courses

**325 Financial Modeling (4 credits)** This course surveys traditional financial theoretical models related to corporate financial planning, modern portfolio theory, and pricing. It includes the use of Excel to structure, manipulate, debug, and present financial models and their results. The course will prepare the student to use Excel and financial modeling effectively and ethically in a business environment.

*Prerequisites: minimum grade of C in BUSA 280 OR minimum grade of C in ECON 223*

**345 Personal Financial Planning (3 credits)** This course considers the various financial issues and decisions that confront individuals and the tools and techniques used to support ethical decision making. Issues includes the assessment of family net worth, credit sources and uses, risk management including insurance, and budgeting, with a focus on asset management and retirement planning. Offered periodically. Note FINA 345 is equivalent to ACCO 345

*Prerequisite: minimum grade of C in ACCO 101 AND completion of ACCO 102*

**360 Investment Analysis (4 credits)** This course focuses on the securities markets and the analytical techniques to value assets including securities. Topics covered include financial markets, portfolio theory and management, valuation of financial securities, as well as the international and ethical dimensions of these areas. Offered alternating years.

*Prerequisite: FINA 325*

**381 Financial Markets and Institutions (4 credits)** This course investigates the intermediary functions that financial institutions provide for savers and borrowers. Financial institutions covered include banks, insurance companies, mutual funds, and pension funds. Securities markets, Interest rates and the role of the Federal Reserve system are examined. Offered alternating years.

*Prerequisite: BUSA 280*

**395, 495 Internship in Finance (3-6 credits)** This course provides opportunities to further the professional career development of students. Placements are designed to test academic concepts in a work setting and to bring practical knowledge of a functioning business back to the classroom.

*Prerequisites: 60 credit hours completed, Business Administration OR Accounting major/minor OR Finance minor, permission of the department, AND satisfactory internship qualifications.*

### Finance Minor Requirements:

Minimum of 8 courses (30 credits) distributed as follows

Foundations courses	One ECON course (minimum 3 credits)	Minimum of 8 additional FINA credits (maximum of 3 FINA 395/495 Internship credits)
ACCO 101 Financial Accounting		
BUSA 101 Introduction to Business <i>*May substitute with ECON 221 Microeconomics Theory OR ECON 222 Macroeconomics Theory</i>		
ACCO 102 Managerial Accounting		
BUSA 280 Finance		
FINA 325 Financial Modeling		

## French

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**Department Chair:** Mark Wolff

**Faculty:** Mark Wolff

*Adjunct Faculty:* French Native Adjunct

### Major

French

### Minor

French

### About

To learn a new language is to open a door to the ideas and insights of another culture and to fresh insights into one's own language and culture. Hartwick's French program, offered through the Department of Modern Languages, introduces students to the rich Francophone world through courses in language, literature and culture. More than 220 million people speak French in the world: it is the second most widely learned foreign language after English, and it is used widely in commerce, the arts, and international affairs. Whether students pursue courses in French as part of their liberal arts education or complete a major or a minor program in the language, they gain a breadth of perspective and useful skills that will prove valuable in the coming years. The French major at Hartwick is designed to develop fluency in both oral and written language communication as well as broaden each student's global perspective through a critical understanding of multiculturalism in Francophone countries. In addition to the variety of language, culture, and literature courses offered on the Hartwick campus, the program offers the benefits of practical experience through internships and partnerships with global organizations.

A traditional minor in French is a valuable complement to any major and an important skill in many careers and fields. A student interested in completing a minor in French is encouraged to consult with faculty in order to pursue a program that best suits their interests and career goals. Students majoring and minoring in French are encouraged to broaden their understanding in the field by taking related courses in other disciplines.

Students who have never studied French should register for FREN 101 Beginning French; FREN 101, FREN 102, FREN 201 and FREN 202 constitute the introductory sequence. After consulting with the French staff, students may enroll in any French course for which they are qualified.

Students who wish to pursue an in-depth study in French may major solely in French or combine it with a second major in another discipline. French majors may also earn teacher certification in the language. Requirements for the major as well as the minor in French are designed to ensure that students receive a balanced program of courses in language, culture and civilization, and literature. Course choices within these areas offer students the flexibility to tailor their studies to their interests and career plans.

Because study abroad enhances and reinforces classroom learning, allowing students to use their language skills and experience the culture firsthand, the French faculty strongly recommends that all students majoring or minoring in the language participate in at least one study-abroad program. The

department conducts a January Term program in France at least every other year; students may also enroll in affiliated study-abroad programs administered by other organizations.

Language graduates are prepared for a range of career opportunities in a variety of fields, as well as for graduate and professional study. Recent Hartwick graduates with a major in French are employed in careers in banking, teaching, international relations, import-export business, government, travel, and translation.

An agreement with the University of Nice-Sophia Antipolis has in recent years allowed one graduating French major per year to spend a year in Nice as a paid lecturer in English.

## French Courses

**101 Beginning French I (4 credits)** This is a beginner's course that emphasizes the acquisition of grammatical structures and vocabulary using the communicative method. French will be the language of instruction. The course focuses on listening comprehension, pronunciation, and cultural knowledge. Students are expected to attend class regularly and participate in all class activities. (LN1)

*Prerequisite:* Course is designed for students who have had no previous experience in French, have had less than two years of French in high school, or score at a 101 level in the placement exam. The course instructor has the discretion to move the student to another course based on initial class performance.

**102 Beginning French II (4 credits)** A continuation of FREN 101, which focuses on the active development of listening and reading comprehension, cultural knowledge, and speaking and writing skills taught through the communicative method. French will be the language of instruction. Students will continue to study cultural elements of the French-speaking world. Students are expected to attend regularly and participate in all class activities. (LN2)

*Prerequisite:* FREN 101 or students with two or more years of Spanish in high school with French faculty approval and placement exam. The course instructor has the discretion to move the student to another course based on initial class performance.

**105 Intensive Beginning French (4 credits)** This course is offered during January Term in a French-speaking community. It is designed to help students develop basic communicative skills in listening, speaking, reading, and writing while introducing students to the culture of the francophone world. (OCL, EL, LN3)  
*Prerequisite:* French faculty approval AND placement exam.

**201 Intermediate French I (3 credits)** This course is a continuation of FREN 102 and offers the student an opportunity to reinforce and expand previous learning in grammar, comprehension, oral and written skills, and vocabulary through the communicative method. This course also focuses on giving the student an idiomatic grasp of the language and continues to expose students to a variety of cultural components related to the French-speaking world.

*Prerequisite:* FREN 102 OR with French faculty approval AND placement exam.

**202 Intermediate French II (3 credits)** Grammar and vocabulary will be taught in context through the reading, listening, viewing, and analysis of cultural production of the French-speaking world. This course will go more in depth in grammatical points in order to help students manipulate them with more precision in written and oral assignments related to the historical, social, and cultural contexts of various French-speaking countries and regions. Oral proficiency is strongly emphasized.

*Prerequisite: FREN 201 OR with French faculty approval AND placement exam.*

**205 Intensive Intermediate French (4 credits)** This course is offered during January Term in a French-speaking community. Students learn to create ways through oral and written communication to handle a wide variety of topics in social, cultural, and historical contexts. (LN3, OCL, EL)

*Prerequisite: French faculty approval AND placement exam.*

**210 Conversation and Composition (3 credits)** This course will emphasize written and oral communication in French, preparing students for off-campus programs and internships in French-speaking locations.

*Prerequisites: FREN 202*

**235 French for Business (3 credits)** A study of French business practices, commercial writing and terminology. Readings, videos and class discussion will address French commerce and business etiquette, France's role in the European Union and its attempts to face future economic challenges. Taught in French. Offered on an occasional basis.

*Prerequisite: FREN 202*

**305 Intensive Advanced French (4 credits)** This course is offered during January Term in a French-speaking community.

Students will develop skills in manipulating more sophisticated grammar and vocabulary to support opinions on a variety of cultural, social and historical issues. (OCL, EL, LN3)

*Prerequisite: French faculty approval AND placement exam.*

**321 The Middle Ages, The Renaissance and the 17th and 18th Centuries (3 credits)** A chronological introduction to the major authors, movements, genres and themes in French literature. Taught in French.

*Prerequisite: FREN 202*

**322 The 19th and 20th Centuries (3 credits)** A chronological introduction to the major authors, movements, genres and themes in French literature. Taught in French.

*Prerequisite: FREN 202*

**341 Literary Movements (3 credits)** An in-depth study of a particular movement, period or school in French literature. Taught in French. May be repeated for credit. When repeated, this course bears the number FREN 342, FREN 343.

*Prerequisite: FREN 202*

**347 Themes or Genres (3 credits)** A study of a recurrent theme or a specific genre. Taught in French. May be repeated for credit. When repeated, this course bears the numbers FREN 348 or FREN 349.

*Prerequisite: FREN 202*

**485 French Term Abroad (4 credits)** The French term abroad is usually offered on alternate years during January Term. (OCL, LNC)

**490 Senior Project (3 credits)** Required of all majors. A thesis or other appropriate work that demonstrates the student's proficiency in French.

### French Major Requirements:

<b>Total of 32 credits from courses at the 200-level or above*</b>	<b>Any credits earned off-campus as part of an affiliated study abroad program approved by the department will count toward the major, regardless of level</b>	<b>Senior Project</b>
<i>*Literature in translation courses are excluded</i>		FREN 490 Senior Project

### French Minor Requirements:

<b>Students must earn a total of 18 credits from courses at the 200-level or higher*</b>	<b>Any credits earned off-campus as part of an affiliated study abroad program approved by the department will count toward the minor, regardless of level</b>
<i>*Literature in translation courses are excluded</i>	

## **Geology and Environmental Sciences**

**Faculty:** David Griffing (Chair); Zsuzsanna Balogh-Brunstad; Eric Johnson

### **Major**

Geology and Environmental Sciences

### **Tracks:**

Geology

Environmental Geology

Geological Education

### **Minor**

Geology and Environmental Sciences

### **About**

Geology includes the study of Earth's crust, interior, water, atmosphere, magnetic fields, and gravitational fields. Along with its own unique concepts, geology incorporates and integrates aspects of the physical, chemical and biological sciences. It is also concerned with the Earth's history and the processes operating in and on the Earth, including the formation of its surface features, and the erosion and deformation of this surface. The more that is known about the Earth's materials, formation and structure, the better we can appreciate, use and preserve our planet. This understanding is at the heart of many economic, social and environmental issues such as oil and mineral exploration, safe disposal of industrial and municipal wastes, preservation of groundwater supplies, and the choice of sites for dams, nuclear power plants and high-rise buildings. These issues will become more complex as demands on Earth and its resources increase.

In addition, study in the discipline can help students develop reasoning and analytical skills that can prove useful throughout their lives. Geology is an inductive science that requires creativity - geologists develop hypotheses, sort through the available data, and determine the most logical hypothesis supported by that data. As they look at the evolution of Earth (its life and its environments, the formation of microscopic crystals, the global movement of continents) over millions of years—they are constantly asking: What were the conditions when this occurred? Why did it happen? How?

The study of geology as part of a broader liberal arts and sciences education prepares students to become better-informed citizens, able to make reasoned judgments that will guide the regulation, protection and development of our environment in the coming century. In addition, a minor in Geology can complement major study in a variety of other disciplines, from Chemistry to Political Science.

Courses required for a major in Geology are selected to give students a broad background in the field. Introductory courses cover the origin, composition, structure and history of the Earth. In subsequent courses, students study: 1) minerals, 2) igneous and metamorphic rocks, 3) fossils and sedimentary rocks, 4) the deformation of rocks, 5) the flow dynamics and chemistry of surface- and ground-waters, 6) the physical and chemical effects of pollution, and 7) the way in which data are gathered and recorded in the field. An understanding of basic concepts necessary for work in geology is gained through required courses in chemistry, physics, and calculus.

By the spring semester of their junior year, majors develop study proposals for the required Senior Thesis (GEOL 490) project, as part of the required Pre-Thesis Research course (GEOL 489). The project typically includes both laboratory and fieldwork, and this fieldwork may require time in the summer. Majors are encouraged to go beyond the minimal requirements, taking additional courses in chemistry, biology, and mathematics. Since geology is a field-based science and exposure to diverse field phenomena provides a stronger understanding of these phenomena, students are also encouraged to build their field knowledge in courses with off-campus field components (GEOL 227 and GEOL 275). Students interested in teaching high school Earth science can obtain certification by fulfilling requirements for the Geological Education Track combined with a program of courses from the Education Department.

Careers are available in several areas for students with undergraduate degrees in geology. Graduates of the program are typically employed at the entry level of the energy, mineral, and environmental science industries, as well as some government agencies. However, supervisory- and research-level employment is typically available to individuals with a graduate degree. Consequently, some geology majors at Hartwick go on to attend graduate school in the geosciences.

## **Geology and Environmental Sciences Courses**

**107 Physical Geology (4 credits)** (3 one-hour lectures weekly plus 1 two-hour lab weekly) Origin, composition, and structure of Earth. Also covers the rock cycle, identification of common minerals and rocks, formation of igneous, sedimentary, and metamorphic rocks, determination of rock ages, plate tectonics, local geology, earth resources, and climate change. (*LAB*)

**109 The Global Environment (4 credits)** (3 one-hour lectures plus 1 two-hour lab weekly) This course focuses on the whole environment, from the center of the Earth's core to the top of its atmosphere. We examine the scientific aspects of processes thought to be responsible for global change, with emphasis on interactions between the lithosphere, hydrosphere, atmosphere and biosphere. Topics include the history of global change from the formation of the Earth to the present, the magnitude and rate of change, the processes of plate tectonics and the physical environment as driving mechanisms for change, global catastrophes as catalysts for change, and human intervention and how it affects the rate and magnitude of change. (*LAB*)

**110 Environmental Geology (3 credits)** (3 one-hour classes weekly) This course is a general survey of the role geology plays in the environmental sciences; an introduction to: 1) major geologic hazards (earthquakes, volcanoes, landslides, flooding, erosion, etc.), 2) hydrogeology from the point of view of water use problems, 3) energy, mineral and soil resources, 4) air, soil, and water pollution, and 5) climate change.

**200 Oceanography (3 credits)** (3 one-hour classes weekly) This non-lab course is intended for both introductory-level science students and science majors. The course covers the complex physical, chemical, and biological interactions involving Earth's oceans using an "Earth Systems" approach. Topics will be covered through a mixture of lecture, in-class exercises, and student presentations. Upon successful completion of this course, students will be able to: 1) develop simple models of Earth systems; 2) evaluate the relationships between physical, chemical, and biological components of the Ocean System; 3) predict how natural disturbances and human impact will affect the system; and 4) be able to evaluate and critique ocean-related news stories from a scientific perspective. Offered alternate years.

**202 Meteorology (4 credits)** (3 one-hour lectures, 1 two-hour lab weekly) This course covers the structure and dynamics of the Earth's atmosphere. Topics include the development and prediction of weather systems, thermodynamics of atmospheric stability, and dynamics of global climate change. Students will learn to use the Hartwick College weather station to collect and analyze atmospheric data and use these data along with forward atmospheric modeling programs (NCAR, NWS) to construct forecasts. Offered alternate years.

**203 Planetology (3 credits)** (3 one-hour classes weekly) This course covers the geology, chemistry, and physics of the sun, planets, meteorites and moons of our solar system. The course focuses on the origin and evolution of the solar system and the geologic development of the planets and their moons. Hands-on lab activities (some of them outdoors) explore the size of the solar system, the role of plate tectonics and volcanism in the development of moons and planets, and the possibility of discovering life on other worlds.

**205 Paleontology (4 credits)** (3 one-hour classes weekly plus 1 2-hour lab weekly) Introduction to the morphology, paleecology, and evolution of fossil organisms with emphasis on the invertebrates. Offered alternate years. (LAB)

**208 Historical Geology (4 credits)** (3 one-hour lectures, 1 two-hour lab weekly) A history of Earth since its origin. Topics include techniques for age dating of rocks, the origin and development of the continents, the origin and evolution of life, and major environmental and climate changes. (LAB)

**227 Experiential Field Studies (1 credit)** (1 one-hour weekly during pre-trip period, plus one 4-8 day field trip excursion) This course is for those students who attend a yearly department field excursion typically associated with a national geoscience conference. Students will be evaluated on their participation in pre-trip research exercises, a brief presentation, and the quality/content of field journal entries.

*Prerequisite: permission of instructor OR another excursion leader required*

**230 Forensic Geology (3 credits)** (3 one-hour classes weekly) This non-lab course will cover scientific investigative techniques involving trace evidence collection and analyses of Earth materials. During the duration of the course students will be trained on how to analyze geologic evidence (soil samples, rock fragments, and mineral paint pigments) and maintain a chain of custody in an effort to solve hypothetical criminal cases. Students in this course will use petrographic microscopic, X-ray diffraction and X-ray fluorescence analyses, along with Ground Penetrating Radar to collect evidence and then present this evidence in a courtroom setting. In addition to the hands-on analyses, students will study case files where geologic evidence was used to solve real crimes to learn how these data were applied and the forensic tools used to obtain this evidence. Offered alternate years.

*Prerequisite: permission of instructor required*

**274 Off-Campus Field Studies Orientation (1 credit)** (1 one-hour class weekly) This is a required course for all those students planning to take GEOL 275 – Off-campus Field Studies during a January or June Term. The course will: 1) introduce all students to the basic scientific concepts to be encountered /used during the GEOL 275 course trip, 2) give students a basic understanding of human culture and history as it relates to the region explored, and 3) prepare students for the logistics of course travel and day-to-day life.

*Prerequisite: instructor permission required*

**275 Off-Campus Field Studies (4 credits)** (January Term) Field courses include study of the geology, geography, and natural history of destinations such as the Bahamas, the Caribbean, Hawaii, west Texas, and southern California. All aspects of Earth Science may be covered during these trips including surficial geology, geomorphology, sedimentology, petrology, mineralogy, structural geology, climatology, hydrology, and geochemistry. These trip-based courses offer exceptional opportunities to practice field techniques in all areas of geology.

*Prerequisite: permission of instructor AND GEOL 274*

**288 Geomorphology (3 credits)** (3 one-hour classes weekly) A study of the classification and development of landforms. The landforms of various climatic belts will be discussed and compared. Particular attention will be paid to glacial geomorphology including a general discussion of glacial and Pleistocene paleoclimatology.

**304 Tectonics (3 credits)** (3 one-hour classes weekly) This course covers details of plate tectonics; the single most important theory to be established in the geological sciences in the past 50 years. The course will be conducted in a seminar style with limited lecture and maximum individual participation. We will investigate most of the major topics in tectonics by examining specific modern and ancient examples. There will be a strong component of regional geology in this course, yet many of the regions will be unfamiliar to most students. Some of the readings are designed with undergraduates in mind. Other readings are directed at research geologists and will take some extra effort. In the process, students will gain experience in

analyzing and critiquing scientific arguments and writing styles. Offered alternate years.

*Prerequisites: GEOL 107 OR GEOL 109 OR GEOL 208*

**305 Groundwater Hydrology (4 credits)** (3 one-hour lectures weekly, 1 three-hour lab weekly) The course covers the geological and physical aspects of hydrology. Study of the hydrologic budget, hydraulics and material properties of geologic materials are integrated to develop the concepts of groundwater formation and movement. Groundwater contaminant transport and treatment are introduced. Use of practical problem-solving techniques with quantitative methods is stressed. Offered alternate years. (LAB)

*Prerequisites: MATH 233*

**306 Mineralogy (4 credits)** (3 one-hour lectures, 1 three-hour lab weekly, one weekend field trip) Physical properties, chemical properties, crystal structure, and geological occurrences of minerals. Introduction to optical properties of minerals and modern techniques of identifying and analyzing mineral chemistry, structure, and surface properties. Offered alternate years.

*Prerequisites: GEOL 107 OR GEOL 109, AND CHEM 107 OR CHEM-108 OR CHEM 109*

**307 Petrology (4 credits)** (3 one-hour lectures, 1 three-hour lab weekly, weekend field trip) The origin, classification and interpretation of igneous and metamorphic rocks. Emphasis on tectonic settings and processes by which various rock types form, and the study of origins and evolution of rock suites through observation, chemical analysis, basic thermodynamics and phase diagrams. Laboratory emphasizes thin section and hand sample petrography. Offered alternate years. (LAB)

*Prerequisites: GEOL 206 AND CHEM 108 OR CHEM 109.*

*Recommended Course: MATH 121*

**309 Stratigraphy and Sedimentation (4 credits)** (3 one-hour lectures, 1 four-hour field trip each week) Study of sedimentary rocks and their use in correlation and analysis of sedimentary processes. Offered alternate years. (LAB)

*Prerequisites: GEOL 107, GEOL 109, OR GEOL 208*

**311 Field Geology (4 credits)** (1 three-hour lecture, 1 four-hour lab weekly, 1 four-day field trip) Teaches the field techniques for collecting geologic data using Brunton compass, GPS, and surveying equipment. Covers an introduction to field data management and manipulation. Most lectures and labs will be held outdoors. Offered alternate years. (LAB)

*Prerequisites: GEOL 107 OR GEOL 109*

**408 Structural Geology (4 credits)** (3 one-hour lectures, 1 three-hour lab weekly, 1 three-day field trip) Covers the dynamics and deformation of the Earth with emphasis on Tectonic processes responsible for mountain building. Students learn techniques used to study and interpret deformed rocks both in the field and in the laboratory. Offered alternate years. (LAB)

*Prerequisites: GEOL 107 OR GEOL 109 AND MATH 121*

**416 Geochemistry (3 credits)** (3 one-hour lectures weekly) This course samples many aspects of geochemistry including biogeochemical cycles, aqueous geochemistry, carbonate systems (such as surface waters and caves), oxidation-reduction equilibria (such as acid mine drainage), weathering and isotope geochemistry. Emphasis will be placed on the application of thermodynamic principles. Offered alternate years.

*Prerequisites: MATH 121, CHEM 107, CHEM 108, OR CHEM 109.*

*Corequisite: GEOL 416L.*

*Recommended courses: GEOL 107 OR GEOL 109 AND MATH 233*

**416L Geochemistry Lab (2 credits)** (1 four-hour laboratory weekly). The laboratory introduces basic procedures in low temperature (aqueous, atmospheric and soil) geochemistry. It focuses on both field and laboratory aspects of geochemical monitoring. (LAB)

*Corequisite: GEOL 416*

**450 Topics in Geology (3 credits)** Seminars or tutorials in geological topics selected according to the interests and needs of students.

**489 Pre-Thesis Research (1 credit)** (1 one-hour meeting weekly, Spring Term) This course is intended for junior Geology majors in the process of organizing and beginning their thesis research projects. This course requires independent guided research with one one-hour meeting per week or the equivalent. Student achievement will be evaluated by: 1) weekly progress on the research and by 2) the quality/content of a draft of the project introduction (featuring the problem and purpose of study, geologic background, previous study and methods sections), as well as an initial project bibliography.

*Permission from the faculty project advisor required.*

**490 Senior Thesis (4 credits)** Required project arranged individually for all majors.

*Prerequisites: GEOL 489*

**Geology Major Requirements:**

Minimum of 17\* courses distributed as follows. A student must choose one of the following program tracks, depending on future plans.

<b>Core curriculum—Eight courses in Geology</b>	
GEOL 107 Physical Geology <b>OR</b> GEOL 109 The Global Environment	GEOL 311 Field Geology <b>OR</b> select Off-campus Field Camp programs
GEOL 208 Historical Geology	GEOL 408 Structural Geology
GEOL 306 Mineralogy	GEOL 489 Pre-Thesis Research
GEOL 309 Stratigraphy and Sedimentation	GEOL 490 Senior Thesis Project

<b>Track I Geology Requirements</b>		
GEOL 307 Petrology	PHYS 140 Principles of Physics I <b>AND</b> PHYS 141 Principles of Physics II <b>OR</b> PHYS 201 General Physics I <b>AND</b> PHYS 202 General Physics II	One Geology elective at the 200-level or above
GEOL 416 Geochemistry <b>AND</b> GEOL 416L Geochemistry Lab	MATH 121 Single Variable Calculus	
CHEM 107 General Chemistry I/107L Lab <b>AND</b> CHEM 108 General Chemistry II/108L Lab <b>OR</b> CHEM 109 Accelerated General Chemistry/109L lab*	MATH 233 Multivariable Calculus	

\*CHEM 109 Accelerated General Chemistry replaces both CHEM 107 General Chemistry I and CHEM 108 General Chemistry II

<b>Track II Environmental Geology Requirements</b>		
GEOL 305 Hydrogeology	PHYS 140 Principles of Physics I <b>AND</b> PHYS 141 Principles of Physics II <b>OR</b> PHYS 201 General Physics I <b>AND</b> PHYS 202 General Physics II	One elective in Geology at the 200-level or above
GEOL 416 Geochemistry <b>AND</b> GEOL 416L Geochemistry Lab	MATH 121 Single Variable Calculus	
CHEM 107 General Chemistry I/107L Lab <b>AND</b> CHEM 108 General Chemistry II/108L Lab <b>OR</b>	MATH 233 Multivariable Calculus	

CHEM 109 Accelerated General Chemistry/109L lab*		
*CHEM 109 Accelerated General Chemistry replaces both CHEM 107 General Chemistry I and CHEM 108 General Chemistry II		

Track III Geological Education <sup>†</sup> Requirements		
ENSS Introduction to Environmental Studies <b>OR</b> BIOL 112 Ecology and the Environment	CHEM 107 General Chemistry I/107L Lab <b>AND</b> CHEM 108 General Chemistry II/108L Lab <b>OR</b> CHEM 109 Accelerated General Chemistry/109L lab*	One field practicum (student teaching)
GEOL 202 Meteorology	PHYS 140 Principles of Physics I <b>OR</b> PHYS 201 General Physics I	
GEOL 307 Petrology	MATH 121 Single Variable Calculus	
PHYS 163 Astronomy		

\*CHEM 109 Accelerated General Chemistry replaces both CHEM 107 General Chemistry I and CHEM 108 General Chemistry II

†The student also must complete the Education program to the satisfaction of the Education Department.

### **Geology Minor Requirements:**

Minimum of 7 courses, distributed as follows:

Five courses in Geology, at least three at the 200-level or above	One of the following:	One course in Mathematics <b>OR</b> Computer Science
	CHEM 107 General Chemistry I/CHEM107L Lab <b>AND</b> CHEM 108 General Chemistry II/CHEM 108L Lab <b>OR</b> CHEM 109 Accelerated General Chemistry/CHEM 109L lab*	MATH 108 Statistics
	PHYS 140 Principles of Physics I <b>AND</b> PHYS 141 Principles of Physics II <b>OR</b> PHYS 201 General Physics I <b>AND</b> PHYS 202 General Physics II	MATH 120 Pre-Calculus Mathematics
	BIOL 101 Biology in Practice: Biodiversity <b>OR</b> BIOL 112 Ecology and the Environment	MATH 121 Single Variable Calculus  CISC 120 Cracking the Code

## Global Studies

**Program Coordinator:** Mark Wolff (Modern Languages)

**Faculty:** Mark Wolff (Modern Languages); Virginia Arreola (Spanish); Karina Walker (Spanish); Amy Forster Rothbart (Political Science); Jason Antrosio (Anthropology); Michael Woost (Anthropology); Connie Anderson (Anthropology); Jing Chen (Political Science); Sandy Huntington (Religious Studies); Lisle Dalton (Religious Studies); Mieko Nishida (History); Cheryl Lacy (History); Diane Paige (Music); Elizabeth Ayer (Art History); Douglas Zullo (Art History); Karl Seeley (Economics); Carlena Ficano (Economics); Kristin Jones (Economics); Laurence Malone (Economics); Pinki Srivastava, (Business Administration); Jeremy Wisnewski (Philosophy); Godlove Fonjweng (Director of Global Education and Service Learning)

### Major

Global Studies

#### Concentrations

Latin American and Caribbean Studies  
European Studies  
Comparative Cultural Studies  
Global Trade, Development, and Economic Policy  
Global Educational Studies

### Minor

Global Studies

#### Concentrations

Latin American and Caribbean Studies  
European Studies  
Comparative Cultural Studies  
Global Trade, Development, and Economic Policy  
Global Educational Studies

### About

The Global Studies major and minor will enable students to thrive in a world of global interdependence by developing the skills necessary for pursuing international opportunities and finding solutions to global challenges. Students will communicate effectively in at least one language other than English, know how to navigate cultural diversity, recognize the interconnections between local and global issues, travel abroad to experience what they are learning, and make their own unique contributions to increased global understanding.

Students who have never studied a second language should register for a first-semester beginning course in any language offered by the College: students must complete a fourth-semester course (FREN/SPAN) to satisfy the language requirement for Global Studies. Students may fulfill the language requirement through study abroad with an approved affiliated program.

There are five interdisciplinary concentrations in Global Studies at Hartwick: Latin American and Caribbean Studies; European Studies; Comparative Culture Studies; Global Trade, Development and Economic Policy; and Global Education. Each concentration requires a specific distribution of course credits in the Arts and Humanities and in the Social Sciences, but these distributions are designed to be flexible and accommodate students' interests. Students should fulfill the distribution requirements in order to prepare themselves for a successful off-campus program, service learning project, or internship that emphasizes practical global experience. Faculty will work closely with students to design a course of study that prepares them well for applying what they learn in the classroom to a constantly changing world.

Global Studies majors and minors will be prepared for interdisciplinary graduate study both here and abroad and for employment in international business, non-governmental organizations (NGOs), and the foreign service.

### Global Studies Courses

**160 Introduction to Global Studies (3 credits)** This course introduces students to interdisciplinary perspectives on global systems using concepts such as diversity, tradition, hybrid or blended identities, and tolerance. It seeks to help students find ways to work respectfully and productively in an interconnected world. (*LNC*)

**489/490 Global Studies Senior Thesis (4 credits)** The senior thesis offers students the opportunity to explore a particular issue that deeply interests them. It should represent a culmination of their learning as a Global Studies major in a liberal arts college. In completing the thesis, students should draw on a broad range of courses they have taken, works they have read, and ideas they have encountered.

<b>Global Studies courses offered by various departments at least every other year</b>		
ANTH 105 Introduction to Anthropology	ANTH 223 Cultural Anthropology	ANTH 237 Peoples and Cultures
ANTH 335 Third World Studies	ANTH 340 Primate Behavior and Ecology	ANTH 341 Cultural Ecology
ARTH 104 World Art History III: Art of the Modern World	ARTH 280 Topics in Buddhist Art	ARTH 301 Greek & Roman Art History
ARTH 302 Medieval Art History	ARTH 303 Italian Renaissance Art History	ARTH 304 Baroque Art History
ARTH 306 20th Century Art History	ARTH 308 21st-Century Art	ARTH 401 Northern Renaissance Art History
ARTH 403 19th Century Art History	BUSA 350 Doing Business in Asia: China	BUSA 441 International Business
ECON 221 Microeconomic Theory	ECON 222 Macroeconomic Theory	ECON 314 Development and Transition
FREN 101 Beginning French I	FREN 102 Beginning French II	FREN 201 Intermediate French I
FREN 202 Intermediate French II	FREN 300+ Upper-level French Course	HIST 202 Modern Latin America
HIST 213 Major Power Europe	HIST 225 History of Brazil	HIST 326 Gender and Power in Latin America
MUSI 280 Music of World's Cultures	PHIL 336 Ethics	POSC 105 International Relations
POSC 108 Introduction to Comparative Politics	POSC 215 International Organizations	POSC 218 Central Asian Politics
POSC 245 The Model UN	POSC 335 International Law	RELS 106 World Religions
RELS 221 Hinduism	RELS 222 Buddhism	RELS 239 Islam
RELS 363 Philosophy of Consciousness in India	SOCI 105 Introduction to Sociology	SOCI 251 Race and Ethnicity
SPAN 101 Beginning Spanish I	SPAN 102 Beginning Spanish II	SPAN 201 Intermediate Spanish I
SPAN 202 Intermediate Spanish II	SPAN 300+ Upper-level Spanish course	

## **Global Studies Major Requirements**

Complete the following requirements, totaling 34 credits

<b>Foundation Course</b>	<b>Language Course</b>	<b>Concentration (21 credits)</b>	<b>Off-campus Component (3 credits)</b>	<b>Senior Thesis</b>
GLST 160 Introduction to Global Studies	A 202-level or higher language course other than English	Completion of one of the five program concentrations indicated below	Must be earned as part of an approved off-campus program, service learning project, or internship that emphasizes practical global experience	GLST 489/GLST 490 Global Studies Senior Thesis

## **Concentration Requirements**

<b>Latin American and Caribbean Studies</b>		
<b>Relevant courses in the Humanities (6 credits)</b>	<b>Relevant courses in the Social Sciences (6 credits)</b>	<b>Relevant electives (9 credits)</b>
Must be at the 200-level or above (ARTH, FREN, RELS, SPAN, see above)	Must be at the 200-level or above (ANTH, HIST, POSC, SOCI, see above for more)	Must be at the 200-level or above (ANTH, ARTH, FREN, HIST, POSC, RELS, SPAN, see above for more)

<b>European Studies</b>		
<b>Relevant courses in the Humanities (6 credits)</b>	<b>Relevant courses in the Social Sciences (6 credits)</b>	<b>Relevant electives (9 credits)</b>
Must be at the 200-level or above (ARTH, FREN, RELS, SPAN, see above)	Must be at the 200-level or above (ANTH, HIST, POSC, SOCI, see above)	Must be at the 200-level or above (ANTH, ARTH, FREN, HIST, POSC, RELS, SPAN, see above)

<b>Comparative Cultural Studies</b>			
<b>Foundations Course</b>	<b>Relevant courses in the Humanities (9 credits)</b>	<b>Relevant History courses (3 credits)</b>	<b>Relevant electives (6 credits)</b>
RELS 106 World Religions	Must be at the 200-level or above (ARTH, FREN, RELS, SPAN, see above)	Must be at the 200-level or above (HIST, see above)	Must be at the 200-level or above (ANTH, ARTH, FREN, HIST, POSC, RELS, SOCI, SPAN, see above)

<b>Global Trade, Development, and Economic Policy</b>				
<b>Two Economics Courses</b>	<b>6 credits from any two of the following courses</b>	<b>Comparative politics or international relations (POSC; 3 credits)</b>	<b>Comparative international Economics or Business (3 credits)</b>	<b>Relevant literature, art, music, religion, or history courses</b>
ECON 221 Microeconomic Theory	BUSA 441 International Business			Must be at 200-level or above (ARTH, FREN, HIST, MUSI, RELS, SPAN, see above)
ECON 222 Macroeconomic Theory	ECON 314 Development and Transition			

<b>Global Educational Studies</b>			
<b>Education Core Courses</b>	<b>Education Mini-practicum (3 credits)</b>	<b>Education Methods (3 credits) Advisor's consent required</b>	<b>Relevant electives (16 credits)</b>
EDUC 101 Social and Philosophical Foundations of Education	EDUC 390 Multicultural Alternative Education Mini-Practicum	EDUC 3XX	Must be at the 200-level or above (ANTH, ARTH, FREN, HIST, POSC, RELS, SPAN, see above)
EDUC 102 Educational Psychology			
EDUC 201 Curriculum and Instruction			

### **Global Studies Minor Requirements**

<b>Foundations Course</b>	<b>Language Course</b>	<b>Concentration (12 credits)</b>	<b>Student Showcase</b>
GLST 160 Introduction to Global Studies	A 202-level or higher language course other than English	Students must complete any specifically required courses for that concentration.	Presentation of scholarly work related to Global Studies at the annual Student Showcase in May
		Six credits must be at the 300-level or above	

*\*NOTE: credits from Global Studies courses may not be double-counted*

## History

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**Department Chair:** Mieko Nishida

**Faculty:** Chad L. Anderson; Kyle Burke and Cherilyn M. Lacy

**Major**

History

**Minor**

History

**About**

The mission of Hartwick's History Department is to teach students how to engage critically with the past. Societies, institutions, technologies, and ideas have changed over time, and to analyze those changes and understand the relationship between past and present, historians need well-developed interpretive and expressive skills. We teach students to "do" history by helping them learn how to analyze written and material evidence, and then use that evidence to test generalizations about the past -- including their own. We strive to ignite in all history majors the joys of historical discovery that starts with meaningful questions about the past.

As students progress through the major, they learn about the history of different eras and world regions, and develop a greater depth of knowledge about a particular topic and region of interest to them. Students build their understanding from two required, thematic introductory surveys in American and in Global histories. They acquire depth of knowledge as they complete two required Concentrations in any of the following four areas of history: American, Latin American, European, or Global. And they refine their knowledge and skills as practicing historians through a required course in historical methods (HIST 322) and through the department's distinctive 300-level seminars. These seminars immerse students in current, thematic and theoretical approaches to historical issues such as why slavery developed in some parts of Latin America and the Caribbean but not in others; how the idea of the "Renaissance" has framed Western perceptions of modernity; why diseases like cholera challenged dominant political and economic ideas in industrial Europe; or how perceptions formed during the Cold War still influence current U.S. foreign relations. Typically, small classes of 8-15 students, the seminars foster a stimulating intellectual environment in which students and faculty collaborate closely as colleagues and build a mentoring relationship that culminates in the senior research project. This substantial achievement is celebrated each Fall and Spring, when Capstone and Thesis students present their research in a public defense. For History majors the challenge of this research project is one of the most memorable and satisfying aspects of their Hartwick education.

History courses at Hartwick emphasize active student learning through discussion, group work, peer critiques, individual presentations, and analysis of documents or material remains of past cultures. This active learning extends to self-discovery, as students are encouraged to reflect on their own political commitments and intellectual passions that drive their engagements with the past. History courses, and the history faculty, are deeply integrated with many of Hartwick's interdisciplinary minors, such as Latin American and Caribbean Studies, Museum Studies, Peace and Conflict, Race and Ethnic Studies, and Women's and Gender Studies, and provide students

with rich opportunities to explore their interests across disciplines.

Our goals for all students in history courses are that they develop the skills that help them achieve meaningful answers to their questions. They learn how to construct a clear, historical argument or thesis statement that is capable of being tested with primary source evidence, and how to analyze that primary source evidence with reference to its appropriate historical context. They analyze differing secondary historical accounts of the past and evaluate what may have influenced historians to interpret the same events differently. And because history is a communal activity that connects the individual to many broader communities, our major prepares students to communicate their ideas effectively in written and spoken forms.

**Experiential Learning Opportunities:** Students further enrich their academic programs through a variety of learning opportunities offered by the department beyond the classroom. Students can design independent reading and research projects with faculty approval that allow them to delve more deeply into an area of particular interest. The department has offered off-campus January Term programs in France, England, and the Czech Republic. Some majors have pursued semester-long programs at universities in France, Wales, Mexico, Ireland, and Spain. Others have taken advantage of Hartwick's Duffy Scholarships to realize their own, independent research projects in Colombia, Cuba, New Zealand, Italy, and England. Majors also undertake internships in areas that relate to their academic field and future career goals. For example, during January Term, history majors have served as teaching aides, clerks at law firms, or as members of museum staffs. Semester-long programs in Washington, DC, Boston, Philadelphia, or New York also mix classroom experience in urban universities with internships in Congress or other institutions in the public and private spheres.

**Career preparation:** In all, the diverse coursework and other opportunities offered by the history department are designed to meet the needs and intellectual interests of a variety of students, including those who want to become professional historians. The analytical, research, and writing skills acquired through the history major are also excellent preparation for careers in law, administration, marketing and communications, secondary education, government, libraries, records management, museums, and many more fields.

## History Courses

*Perspectives in U.S. History: These foundational courses examine the full sweep of American history from the perspective of a particular critical lens.*

**103 American Political History (3 credits)** This course examines the origins, nature, and evolution of American politics from the colonial era through the present day. It focuses on the different ways in which Americans have defined and contested notions of freedom, and how those struggles have shaped patterns of governance and political culture. Our study will tackle topics such as the origins of the American Revolution, the rise and development of the party systems, the challenges of Southern secession and Civil War, the growth of US continental and territorial empire, the transformations of industrial modernity, and the rise and fall of the New Deal order. Throughout our study, we will explore how race, gender, and class shaped changing concepts of freedom and citizenship.

**104 Race and Ethnicity in American History (3 credits)** This course is a survey of the dynamic of race and ethnicity from the colonial era to the present day. Topics include: Native Americans and the project of colonization; the rise of slavery and the birth of African American culture; race and republican citizenship; the politics of “whiteness,” labor and immigration; the operation of a black/white racial binary in a multiethnic society; the rise of scientific racism; and strategies of opposition and resistance.

**240 American Environmental History (3 credits)** This broad overview covers our country’s environmental history from pre-conquest to current, sampling history from each region, and from a diversity of views. Throughout the course, we strive to understand our individual and our nation’s relationship to the environment/nature. We not only examine changing historical interpretations and relationships, but race, ethnicity, class, and gender as well, as they influenced and were influenced by environmental forces. While our focus is the historical record and its analysis, we do not ignore nature writing and art/photography, past and present. Because environmental history is as current as today’s newspaper headlines, we consider current environmental issues. Throughout our readings, we will analyze the historical connection between the degradation of people, e.g., communities of color, and degradation of the environment, that is the link between racism/poverty and pollution.

**242 Women in American History (3 credits)** This course is a survey of the history of women in America from the colonial period to the modern era. With specific attention to the intersecting analytical categories of gender, race, class, and ethnicity, we will spend time analyzing women’s political, economic, and social role in a developing nation. Topics to be covered include: war, citizenship, slavery, suffrage, labor, industrialization, immigration, gender spheres, consumerism, civil rights, marriage, and family.

*Perspectives in Global History: These foundational courses examine the eras in global history from the perspective of a particular critical lens. One Global Perspectives course is required for the major and the minor.*

### **162 Health and Disease in Modern Global History (3 credits)**

A survey of major developments in world history with an emphasis on how these developments shaped and were shaped by disease and human efforts to control it. Major themes will include the biological consequences of exploration and increased encounters between the world’s populations; comparative systems of explaining disease and humanity’s relationship to the natural world (science, philosophy, religion); the legacy of industrialization for environmental and individual health; and the role of imperialism in creating global power imbalances and disparities in access to health and well-being.

**164 Race and Identity (3 credits)** How do you define “race” in the United States? How do you identify yourself? Are you aware how other people (and society) label you as a member of a certain racial group? Are there any critical conflicts between society’s categorization and individual identities? How can the notion of race differ in a specific historical context? Could your individual racial identity change in a different time and space? This course discusses various important issues of race and identity not only in the U.S. but also in other parts of the New World with a comparative historical perspective.

**165 Free and Unfree Labor (3 credits)** This course is a survey of world labor history, focusing on the period 1500-present. The first unit examines the various forms of unfree labor, including serfdom, slavery, servitude, and peonage. The second unit surveys the ways in which laboring people resisted and sought to shape their own worlds. The final unit examines labor during and after the Age of Revolution, focusing on the rise of wage labor and its attendant problems, as well as workers’ movements. Special attention will be paid to the connections between class, race, and gender.

**261 Indian Ocean World, 1300-1800 (3 credits)** An introduction to the history of the peoples and societies of India, Arabia, and East Africa, with an emphasis on the role of trade, religion, and cultural exchange in shaping the civilizations of the Delhi Sultanate, the Mughal Empire, cities of the East African Swahili Coast and the Ottoman Empire. The course will examine the thriving indigenous shipping and other exchange networks before the arrival of Europeans in 1498, with a primary focus on the Indian Ocean as a hub of human exchanges between India, Arabia, and Africa in the era of the classical Islamic world.

**262 The Politics of Identity: Globalization, Diaspora, and Diversity (3 credits)** In our “global” age, identity continues to be an extremely fascinating as well as complicated phenomenon. By utilizing journalistic accounts on contemporary issues, narratives, theoretical readings, feature movies, and documentary films, this course seeks to understand who and what we are, both at individual and collective levels, with special emphasis on globalization, diaspora, and diversity.

## General Survey Courses

**201 Colonial Latin America (3 credits)** This course is intended to survey the history of Latin America from the Iberian conquest in the early 16th century to the emergence of new states during the nineteenth century. We will discuss historical processes by which both the powerful and the powerless actively participated in making Latin America as a part of the New World. We will also examine how race, ethnicity, gender, and class were interwoven into colonial Latin American history.

**202 Modern Latin America (3 credits)** This course is structured around the imposing and extraordinary changes that have taken place in Latin America and the Caribbean from independence until the present day. We will increase our knowledge and understanding of Latin America and the Caribbean. Furthermore, the course will place the region within the economic, political, social, and cultural complex of the entire hemisphere.

**208 History of Republican and Imperial Rome (3 credits)** This course offers an introduction to the history and culture of the ancient Romans from their origins up to the death of Constantine. The class explores the life, beliefs, and institutions of these people through an examination of their cultural and political achievements.

**209 Medieval Europe (3 credits)** This course traces the emergence of Europe through the synthesis of Greek, Christian, Roman and Germanic cultures. The survey will begin with the collapse of the Pax Romana in the third century and conclude with the crisis of the 14th century and its immediate aftermath. The survey will focus on Western Europe, but the class will discuss Byzantium and Islam as unique civilizations, which profoundly influenced European culture.

**210 Early Modern Europe (3 credits)** This course first examines the birth of modern Europe in the Italian Renaissance. It then considers the religious and political forces, which shredded the fabric of Christian unity and ushered in an age of religious and dynastic warfare that produced the modern constitutional and absolutist states. The survey will then examine the cultural, economic and political impact of overseas exploration, the Scientific Revolution and the Enlightenment. The survey culminates with a close examination of the French and Industrial Revolutions.

**212 Revolutionary Europe (3 credits)** How did Europe make the transition from a collection of hereditary monarchies ruling over predominantly rural societies to a group of nation-states whose systems of representative government were increasingly controlled by urban middle classes? This course will focus on key political, economic, and social revolutions in nineteenth-century Europe, from the French Revolution of 1789 and its introduction of popular sovereignty to European political institutions, through the economic and social transformations of industrialization, to the emergence of nationalism and the modern nation-state. We will consider how contemporaries grappled with the meaning of “liberty” and “equality,” and whether all people were included in these radical new concepts. Attention will also be devoted to the prevailing cultural

assumptions about race, class, and gender that defined Europeans’ sense of identity and that imperial powers like Great Britain and France used to justify their conquest of peoples in Africa and Asia.

**213 Major Power Europe (3 credits)** This course will trace European society from the peak of its global dominance, when aristocrats waltzed and military parades cultivated a sense of national greatness, to its implosion in war, political extremism, and genocide. It begins in 1870, with emergence of the German Empire and growing tensions between the major European powers (Britain, France, Russia, Germany, and Austria-Hungary) over their regional and global influence. We will examine how national identity was cultivated through public schools, state-directed campaigns at suppressing ethnic or religious minorities, and even through newspapers, clubs, sports, and holidays. We will consider the paradox in the claim of European imperialists that European civilization was the peak of all human achievement even as European imperial rule in Africa and Asia contributed to famine and disease and factored into Europe’s rush to war in 1914. We will explore the First World War in depth for its pivotal changes in international relations, in industrial production, and in the scale of modern warfare, and conclude with the cultural anxiety and political extremism of the 1920s and 1930s that would culminate in fascism, Nazism, and a Second World War that left much of Europe shattered in 1945.

**214 Contemporary Europe (3 credits)** The Second World War was catastrophic for Europe and produced a level of destruction unparalleled in European history. This has led some historians to describe 1945 as “Year Zero” for a new Europe that had to rebuild not just cities but governments, economies, and cultural mindsets. This course will explore Europe as it emerged from the ruins of 1945 and adapted to new global realities, from the political polarization of the Cold War to the end of Europe’s colonial empires in Asia and Africa. We will also consider the challenges of European integration, from the creation of the European Union and the Eurozone to contemporary questions about Islam in Europe.

**215 Tudor-Stuart History (3 credits)** A survey of Tudor-Stuart English history (ca. 1485-1688), one of the most important periods of Western European history as it shaped much of English society into the present even as it served as a baseline for much of what would be reinforced, continued, or altered as the English confronted the complexities of the “New World.”

**216 Witchcraft and Witch-Hunting (3 credits)** Between 1450 and 1750, European authorities engaged in witch-hunting in Europe and later in their overseas colonies. This class will explore the educated theories and popular beliefs regarding witchcraft, examine individual cases, and explore the actual and imagined practices identified as diabolical witchcraft by the hunters. We will read extensively in the new, contentious, and rich literature on witchcraft and witch-hunting. We also will work with descriptive and prescriptive primary sources. Student work will include review essays of the extant literature, an individual research project, a mid-term, and a final exam.

**219 Imagined Communities in France (4 credits)** An interactive, cross-cultural study of the historical construction of the French sense of identity and the different forms of “community” (national, historical, cultural, and religious) in which the identity of being “French” is either invented or challenged. France will serve as a test case for some of the broader issues in the formation of community throughout Europe. Although the program will be based in the Loire valley city of Tours, students will visit Paris, the chateaux of the Loire Valley, and other historic and cultural centers. Offered off-campus, in France, in January Term. (EL)

**225 History of Brazil (3 credits)** This course is intended to examine changes and continuities in Brazilian history from “discovery” to the present. Special emphasis will be placed on race, class, gender, and ethnicity. We will discuss how colonial heritages determined the “fate” of modern Brazil; and how various forms of power relationship emerged, evolved, disappeared, and/or transformed in Brazilian history.

**245 World War II on the Home Front (3 credits)** When students enroll in this course, they enlist “for the duration,” in order to “reconstruct” the Home Front from Pearl Harbor to “V-J” Day. Daily exercises in recreating the home front include music of the period, letters, diary entries, columns by war correspondent Ernie Pyle, excerpts from oral histories, and incorporation of WWII home front artifacts. Besides this “hands-on” approach to history, students critically analyze WWII as “The Good War” and the debate over WWII as a “watershed” in the 20th century, addressing the question, was WWII’s impact on society an “example of continuity or change?”

**247 The Sixties (3 credits)** In studying the Sixties, we study the Cold War, the Vietnam War, Civil Rights and Black Power Movements, and the various other Movements that sprouted from the fertile soil of The Sixties, such as the Women’s Movement, Red Power, and Environmentalism.

**248 Vietnam War (3 credits)** Course examines Vietnam War as a Cold War, with a strong emphasis on U.S. foreign relations over the course of the Eisenhower, Kennedy, Johnson, Nixon/Ford administrations. In discussing combat, the emphasis is on the experiences of the “grunts” on the battlefield, including Tim O’Brien’s book, *The Things They Carried*. Who fought/who didn’t will be considered. The War at Home (i.e., anti-war protests) and the intersection of the Vietnam War and Civil Rights/Black Power Movements will be examined, especially Rev. Martin Luther King’s opposition to the war.

**249 Civil Rights Movement (3 credits)** After setting the stage in the late 19th and early 20th centuries concerning the social, economic, and political conditions of African Americans in the South and North, we will examine the Civil Right Movement (CRM) in the mid-20th Century. We will also analyze the Black Power Movement, the complex and changing ideology of Malcolm X, and the radicalization of Martin Luther King, Jr. An ongoing topic is the role of the media in the CRM & Black Power. Other issues include the influence of the CRM on U.S. foreign policy during the Cold War, the intersection of the

Vietnam War and Black Power and CRM, and the CRM/Black Power on other ’60s-’70s movements, e.g., the Chicano Movement.

**275 American Indian History to 1700 (3 credits)** From the peopling of the New World some 20,000 plus years ago to 1700, the rise of civilizations, the differentiation of cultures and the impact of European civilization on Indian America are mapped out and probed. The first third of the course will emphasize Indians’ world views and their relationships with each other and their varying environments. The course will then examine the social, religious, technological, ecological, and political changes that impacted Indian societies between 1492 and 1700.

**276 American Indian History Since 1763 (3 credits)** This course examines the interaction between Native Americans and the United States from 1700 to the present. The topics covered include wars and alliances, trade patterns, revitalization movements, Federal-Indian relations, philanthropic and missionary activities, the reservation period, and the Red Power movement in the U.S. civil rights era.

**283 History of Medicine and Public Health (3 credits)** Medicine and healing have changed much since the time of Black Death, when contemporaries blamed the disease on God’s wrath, planetary alignments, and even on Jews. The quest for evidence of how the healthy body functions and what causes disease intensified after the Renaissance and the anatomist Andreas Vesalius’s call to “see for oneself.” This course will explore the evolution of medicine and healing since the plague pandemic of 1348-52, with particular emphasis on how political and cultural views have shaped who could practice medicine, who had access to care, and how societies responded to the threat of disease. We will also explore how health evolved from a personal matter to a national priority in modern states and the effect this had on the rights of individual citizens. Drawing upon health-themed short stories, plays, films, documentaries, art, written sources, and case studies, participants in the course will engage with past issues in health and medicine that still resonate in healthcare debates today.

**322 Historical Methods (4 credits)** This course introduces the students to the fundamental skills of historical research. Students work with primary and secondary source materials in the archives, online, and in print. They learn to distinguish primary from secondary sources, to understand the problems that various sources pose to interpretation, and to identify the types of questions particular sources can answer. They learn to read these sources critically and to think historically. Students learn the identifying characteristics of monographs and are introduced to historiography. They learn how to quote properly, to summarize, and to annotate sources. Finally, they apply their skills in both a series of short writing assignments, including review essays, interpretive source critiques, précis, and a substantial research paper based on primary and secondary sources. From the skills acquired in this course, the student should have the methodological foundation needed to conduct research in any course that involves historical analysis, and to be prepared for senior thesis. (NOT offered in January Term.) We recommend

that this course be taken a student's second year, or in the first semester at Hartwick for transfer students.

*Prerequisite: declared History Major or Minor*

**Seminars and Capstone Seminars:** 300-level seminars are open to sophomores, juniors, and seniors, and typically involve extensive reading, discussion and a research paper. Seniors (and, in exceptional cases, juniors) may register for one of the 400-level Capstone Seminars to complete their Capstone research project in that seminar, if they opt to do the Capstone project instead of HIST 490 Senior Thesis. The Capstone project is an article-length (30 pages) research paper based on original analysis of the primary-source evidence and historical scholarship relevant to the student's chosen topic. Topics for Capstone projects must fall within the scope of the Capstone Seminar. As part of the Capstone project, students are required to present an oral defense of their research before the history faculty and their peers. Note: Students may not earn credit for both a 300-level seminar and its companion 400-level Capstone Seminar.

*Pre-requisites for all 400-level Capstone Seminars: Junior-level standing; history major status; a grade of C or better in HIST 322; and completion of at least 31 credits in the history major (in addition to any pre-requisites listed for the companion 300-level seminar).*

**305/405 The Renaissance (4 credits)** This course will not be a chronological survey; instead it will cover the origins of the idea of the "Renaissance" and how this concept has framed Western perceptions of modernity. It will investigate the functional practicality of applying this concept to Italian culture and society between 1350 and 1550. The course has two goals: to provide an understanding of the world of the Italian Renaissance and to critique the values we have associated with that world. Students will be required to complete a major primary source-based research paper on a topic of their choosing. (ILS)

*Prerequisites: HIST 209 AND HIST 210*

**306/406 Reformation Europe 1450-1600 (4 credits)** This course examines the dissolution of Medieval European culture as a system of regulated religious beliefs and established political relations between the Roman church and secular powers. It also will consider the economic dislocation and social tensions that animated the Reformation passions, and examine the reintegration of these dynamic factors into new systems of belief and power during the age of confessional struggles. Students will be required to complete a major primary source-based research paper on a topic of their choosing. (ILS)

*Prerequisites: HIST 209 AND HIST 210*

**313/413 Europe and the World Wars (4 credits)** World War I and World War II have long held a morbid fascination for many who have been both amazed and appalled at the scale of devastation that left millions dead and much of the continent in ruins. However, the impact of these wars extended beyond the battles to transform European views about the government, about women, about technology, and even about the nature of good and evil. This upper-level seminar will engage these issues through a critical examination of the historical debates about totalitarian

dictatorships in Europe, the "failures" of the Versailles Treaty, anxieties about femininity, masculinity, and identity during the inter-war period, as well as other topics. Although there are no pre-requisites for this seminar, it is strongly recommended that students have some background in 20th century European history. Students will be required to complete a major primary source-based research paper on a topic of their choosing. (ILS)

**314/414 Modern European History (4 credits)** This course will undertake an in-depth examination of major social, political, intellectual and cultural developments in modern European history, from the Revolution of 1789 and its origins to the present. The themes and content addressed will vary, and may focus on the Cold War in one year, the Industrial Revolution in another year, and Humor & Satire in European Political Culture in still another year. The seminar may also focus in-depth on one specific country (ex. Great Britain) or on a comparison of two countries (ex. Germany and France). Students will be required to complete a major primary source-based paper on a topic of their choosing. This course may be repeated with different content. If a student repeats the course with different content, it bears the number 315. (ILS)

**320/420 Travels to the "Third World" (4 credits)** This course focuses on diverse Western writings on the "third world" at various historical points from the beginning of the sixteenth century to the present. It treats such themes as the Old World's encounters with the New World; conversion of the "pagan" population; Western tourism to the "exotic"; professional baseball players in and from the "third world," and Orientalism. The course also examines specific written accounts, documentaries, and movies for the following questions. How does each traveler describe the "third world" and its people(s) in relation to him/herself? When and how did such key concepts as Old/New World, West/East (Occident/Orient), and First/Third World, emerge in the Western terminology? And how has the usage of each set of dichotomous concepts changed over time? (ILS)

**324/424 Slavery in Latin America and the Caribbean (4 credits)** This course examines how the institution of slavery was transplanted in Latin America and the Caribbean during the 16th century, why slavery developed in some parts of Latin America and the Caribbean (and why not in other regions), and how the institution was eventually abolished by the last decades of the 19th century. It also examines other important topics, such as the transatlantic slave trade; gender and ethnicity; family and kinship; uprisings and rebellions; and the historical formation of the Black Atlantic. (ILS)

**326/426 Gender and Power in Latin America (4 credits)** This course is intended to discuss various topics concerning gender and power in Latin American history from the late colonial period to the present time. By reading scholarly articles and monographs and viewing Latin American movies, we will learn to relate our own experiences to the history of women and men in Latin America. We will also compare and contrast the experiences of different individuals and groups for gender in

relation to race, ethnicity, and class in a variety of historical contexts. *(ILS)*

**327/427 Revolutions in Latin America and the Caribbean (4 credits)** This course will examine historical cases of attempts to change fundamentally the social structure and the social basis of political power in Latin America and the Caribbean. The course attempts to examine the process of social change as well as the broader context in which the changes took place, the cases of Haiti, Mexico, Bolivia, and Cuba. Questions that will be pondered include: How is a revolution defined? What distinguishes revolutions from other forms of change? Are revolutions, however defined, inevitable? Do the Latin American cases represent any peculiarities in the global experiences of revolution? How important was the role of personalities in creating revolutions from revolutionary situations? Who or what determined the ultimate success or failure of the revolution? We will conclude the course by discussing workers in Chile as carriers of the legacy of revolutions in Latin America and the Caribbean. *(ILS)*

**332/432 Colonial America (4 credits)** This course examines North America, with an emphasis on the region that became the United States, from the time of Columbus to 1763. Topics include the historiography of early America; encounters between Europeans and native peoples; European settlement; the development of regional economies and societies; gender and women's lives; the emergence of slavery and the roots of racism; imperial politics; resistance and dissident movements; research methods; and historical writing. *(ILS)*

**333/433 Revolutionary America (4 credits)** This course will examine the American Revolution and the Early Republic, 1763-1815. Topics include the historiography of the American Revolution; the imperial crisis; republicanism(s); the War of the Revolution; the Confederation Era and Constitution; the first party system; slavery and race; women and gender; research methods; and historical writing. *(ILS)*

**334/434 Jacksonian America (4 credits)** This course examines the United States between 1815 and 1848. Topics include the historiography of the period; Native and white America; the construction of "democracy" and citizenship; transformations in labor; evangelical religion; the emergence of reform movements; expansionism; women's lives and the woman movement; the growth of plantation agriculture; slave resistance; research methods; and historical writing. *(ILS)*

**337/437 Civil War and Reconstruction (4 credits)** This course examines the United States between 1848 and 1877. Topics include the Civil War historiography; slavery and sectional politics; the major military campaigns; wartime politics; African American resistance and the collapse of slavery; the transformation of household and gender relations; Reconstruction and the realignment of the American political system; and labor in the post-emancipation South. *(ILS)*

**345/445 America Between the Wars, 1919-1941 (4 credits)** This course examines the era between World War I and World

War II, a time of great cultural, political, and economic change. During this period, the rise of the modern state changed the way Americans thought about and related to their government. Ideas about individual rights, social welfare, racial justice, gender equality, and the role of the nation in world affairs changed rapidly. In part because of this transformation, it was a period of tremendous conflict as well between different cultural groups and classes, and between different belief systems. *(ILS)*

**361/461 European Imperialism (4 credits)** Examines the interaction between Europeans, Africans and Asians from 1750 to the present. Issues addressed will include the European use of science and religion to justify their rule over other societies; how the culture of imperialism shaped perceptions of gender and race; how certain Indian and African nationalists argued against imperial rule; and the challenges of the post-colonial era. Because of the scope of the subject, a substantial portion of the course will focus on British and French imperialism in Africa and India from 1850 to 1970. Students will be required to complete a major primary source-based research paper on a topic of their choosing. *(ILS)*

*Prerequisites: HIST 212, HIST 213, AND HIST 261.*

**362/462 Becoming National (4 credits)** Students will survey the development of the nation as a modern cultural identity and the foundation for appropriate political association and representation. The course will consider the pre-modern forms of cultural identity and political organization to emphasize the relatively recent historical appearance of the nation in political discourse. The readings will show the problems with juxtaposing this European model on the colonial and post-colonial worlds. Finally, the students will consider the political alternatives for nations as viable political agents in the 21st century world. Students will be required to complete a major primary source-based research paper on a topic of their choosing.

*Prerequisite: a global history survey (HIST 160-169).*

**378/478 American Foreign Relations, 1898 to the Present (4 credits)** The goal is to better understand the underlying philosophies, concepts, and tensions present in our foreign relations; the domestic and international context of events and policies, and the continuity and change over more than a century. Students analyze patterns, concepts/theories and the historians' changing interpretations of foreign relations, i.e., historiography. Students learn to employ lenses/perspectives to analyze topics: Liberal Commercial World Order and Mission; National Security, Core Values, and Power; Bureaucracy and Politics; World Systems and Hegemony; Race and Ethnicity; Gendering of Peoples and Nations; and Cultural Interactions and Personality. Students will be required to complete a major primary source-based research paper on a topic of their choosing. *(ILS)*

**383/483 Epidemics in Modern European History (4 credits)** Epidemics are more than diseases, they are social phenomena involving populations. As such, they have historical, political, economic, cultural, and religious dimensions. This seminar will delve into the historical context of epidemics in Europe and its colonies in the nineteenth and twentieth centuries.

Industrialization and urbanization increasingly concentrated the population of Europe in cities, raising the specter of water-borne diseases like cholera and communicable respiratory diseases like tuberculosis. At the same time, political democratization within European states and intensified national rivalry between them elevated the health and well-being of their citizens to a national priority. Many European states thus looked to medical science and public health reforms to safeguard their citizens from epidemics and promote political stability and national prowess. Students will be required to complete a major primary source-based research paper on a topic of their choosing. (ILS)

**395/495 Internship in History (3-6 credits)** Students can apply the theoretical and content knowledge they acquire in their history courses in a professional setting through an internship in history. This is an opportunity to explore potential career paths and creative applications of their individual interests in history. Students should plan the internship with the appropriate faculty supervisor and work closely with the professional staff in the Office of Professional, Service, and Global Engagement (PSGE) to identify a suitable host site. Some examples of past internship sites include: Hartwick’s Paul F. Cooper, Jr. Archives and Yager

Museum, the Baseball Hall of Fame, the Farmer’s Museum, and many other local and regional archives, historical societies, and museums.

**490 Senior Thesis (4 credits)** For the senior thesis, students draw upon their knowledge of historical subject areas and research methods, as well as their particular interests and general curiosity about the past, to craft their own piece of original research on a topic of historical significance. This capstone research project and essay entails the development of a hypothesis or argument, which is then supported or revised, based on an analysis of the relevant primary source evidence. It is expected that each student will develop the initial idea for his or her senior thesis out of a 300-level history seminar in the same area, and in regular consultation with a thesis advisor. As part of this crowning achievement of the history major, students are required to present an oral defense of their senior thesis before the history faculty and their peers. Offered in Fall and Spring.

*Prerequisite: Junior-level standing; history major status; a grade of C or better in HIST 322 AND completion of at least 31 credits in the history major.*

**History Major Requirements:**

38 credits distributed as follows:

<b>One perspectives in U.S. History course</b>	<b>One perspectives in global History course</b>	<b>HIST 322 Historical Methods</b>	<b>One 400-level Capstone Seminar OR HIST 490 Senior Thesis*</b>	<b>Seven additional courses</b>	<b>Two concentrations** in one of the four areas:</b>	
			<i>*The thesis must be on an approved topic on which the student prepared through at least one relevant 300-level seminar</i>		Three of these must be at the 300-level	United States
						Europe
						Latin America
						Global

*\*\*A Concentration consists of two courses in the same area, at least one of which must be a 300-level Seminar.*

**History Minor Requirements:**

20 credits distributed as follows:

<b>One perspectives in U.S. History course</b>	<b>One perspectives in global History course</b>	<b>HIST 322 Historical Methods</b>	<b>Three additional courses in History</b>
			At least one at the 300-level

## Individual Student Program

**Committee on Interdisciplinary Studies:** Kevin Schultz (Physics) Edythe Quinn (History), Stephanie Rozene (Art History) James Buthman (Political Science), Munir Syed (Biology) and Robert Seguin (English)

### Program Coordinator

Kevin Schultz (Physics)

### Major:

Bachelor of Arts

Bachelor of Science

### Minor

N/A

### About

Are you ready to explore uncharted territory? Do you like to blaze your own trail? Consider creating your own Hartwick College major with our Individual Student Program (ISP). At Hartwick, we know that proscribed journeys aren't for everyone. That's why we offer you the opportunity to create your own major, bringing Hartwick's renowned focus on hands-on education together with your passion to make a major that is just right for you. If you're ready to chart your own path, chances are you have a destination in mind. We'll help you get there.

Recent ISP majors at Hartwick have focused on:

- Art Therapy
- Classics
- International Business
- International Economics
- International Relations
- Journalism
- Management and Production for the Performing Arts
- Marketing Communications
- Medieval Studies
- Music and the Music Industry
- Public Relations and Image Management
- Women's Studies
- Writing for the Page, Stage, and Screen

An ISP should be comparable in strength, breadth, and depth to programs at colleges and universities that offer majors in the area of study, and to other majors at Hartwick. ISPs at Hartwick should differ substantially from established majors and should not be a standard major modified by a few additions or deletions. The program may be carried out entirely on the Hartwick campus, or it may use the resources of other academic institutions in the United States or abroad. It is important to note, however, that a minimum of 60 of a student's 120 hours required for graduation must be earned at Hartwick in order to comply with Hartwick's general academic regulations.

## The Individual Student Program: Getting Started

### *Step 1: Exploring Your Idea*

If you are interested in developing an Individual Student Program, you should first talk over your idea with the ISP Coordinator and other faculty members at Hartwick who are knowledgeable in your area of interest. Many students have also received significant help from students with approved Individual

Student Programs, other members of the Hartwick community, and individuals not associated with Hartwick. The idea is to test and refine your idea by discussing them with as many people as possible. ISPs must be declared by the end of sophomore year, so we recommend you begin the exploration process no later than the fall of your second year. Transfer students who want to pursue ISPs should contact the ISP coordinator as soon as they are accepted.

Next, do as much research as possible into your area of interest. Using the Hartwick Catalog and other relevant resources, find and list courses that would fit into your proposed program. If relevant, also look into possible internships, independent study programs, and course offerings at other institutions, such as SUNY Oneonta. Finally, investigate how your ISP would enhance your long-term career opportunities. Students can make use of Hartwick's Stevens- German Library, The Office of Career Services, and Internet resources to do this research.

Only when your ideas are fairly well formulated should you prepare your formal proposal.

### *Step 2: Get Program Advisors*

Your student ISP Advisory Committee is a group of 2-3 faculty members, who are knowledgeable in your specific area of interest, and who are willing to support your proposal with advice and recommendations throughout your Hartwick career. After you know something about your area of interest and have spoken with a number of people about your program, ask a Hartwick faculty member to be your Program Advisor. This person will be your primary academic advisor and will help you develop and implement your program. You must also get at least two other people who are knowledgeable in the area of your ISP to serve on your individual committee.

## The Individual Student Program: Declaration and Approval

### *Step 3: Prepare the Declaration Form*

The Declaration Form, available from the ISP Coordinator, will outline your proposed ISP and includes the following sections:

- Personal information, including your proposed ISP title.
- A list of advisory committee members with approval signatures.
- An essay about your program. In it, you will explain your motivation for doing an ISP, discuss your overall goals, and provide a rationale for the courses you have included in your area of concentration.
- A list of courses for your ISP Area of Concentration. This list must include all regular courses, independent studies, internships, directed studies, senior projects, and/or courses at other colleges or universities that will make up your program.
- A list of all the courses you will take, grouped by year and semester.
- A list of courses that fulfill Liberal Arts in Practice general education requirements.

### *Step 4: Draft Proposal, Get Signatures, Submit*

Take the rough draft of your proposal to your Interdisciplinary Studies Committee members and the ISP Coordinator. They will review the proposal and make suggestions for improvements. Make any changes that you feel are necessary in light of these discussions. Then prepare a final draft of your proposal and get approval signatures from your program advisor and the other members of your individual committee. Give the completed form (hard copy with signatures) to the ISP Coordinator. Also send an electronic copy (attached file e-mail) to [schultz@hartwick.edu](mailto:schultz@hartwick.edu) to facilitate distribution to the Interdisciplinary Studies (IS) Committee.

#### *Step 5: Interdisciplinary Studies Committee Evaluation*

The Interdisciplinary Studies (IS) Committee is a standing Committee of the faculty of Hartwick College. It consists of the ISP Coordinator and two professors from each of the academic divisions (Physical and Life Sciences, Social and Behavioral Sciences, and Arts and Humanities). The Committee evaluates all proposals and sets all policies related to ISP. It meets regularly during the fall and spring terms (but not during J Term) to consider programs and senior projects.

At your meeting with the IS Committee, you will briefly present an outline of your program and answer any questions the members might have about your plans. To prepare, review your proposal and try to anticipate what kinds of questions the committee might ask. Keep in mind that this is not an interrogation. Rather, the meeting is an opportunity for you to demonstrate the initiative and creativity that you have put into your proposal. The committee's role is to help you achieve your goals by making sure your program is clear, feasible, and able to meet college and state standards.

After you leave the meeting, the IS Committee reviews and then votes on your proposal. The ISP Coordinator will inform you of the results as soon as possible. If the committee decides to accept, your file goes to the Registrar who officially registers you as a declared ISP major.

In some cases, the committee will give a conditional acceptance, and require that the student agree to make certain changes to the proposal (usually small additions or modifications) before forwarding the file. If the committee feels that the proposal has problems that are insurmountable, it will be declined and the student must substantially revise the proposal and resubmit.

### **Instructions for Approved Programs**

#### *Implementing the Program*

Your Individual Student Program should be carried out exactly as approved, according to the plans outlined in the Declaration Form. Choices about electives, general education classes, etc. that do not affect the list of ISP courses can be made by the student.

Any changes that affect ISP related courses, however, must be submitted in writing to the ISP Coordinator. This may be done via email. The Coordinator can approve minor changes without referring them to the entire Interdisciplinary Studies (IS) Committee. However, if the requested changes significantly

alter the content of an ISP Program, the Coordinator may decide to take the request before the entire IS Committee.

*Note: Failure to secure approval in advance for any change in an approved ISP may invalidate the program and may result in failure to graduate.*

It is the responsibility of the student to meet all departmental requirements for the planning and carrying out of internships, independent studies, and other special programs or courses. Your program advisor, the coordinator of internships, and other faculty members can assist you in fulfilling these requirements. You should start planning well in advance of any projected off-campus experience as individual departments may require a departmental approval as much as a full semester in advance.

### **The Senior Project**

The Senior Project will be the culmination of your ISP. As such, it will highlight the distinctiveness of your program of study, and will incorporate the insights and methods you have gathered from previous courses. You can only do your Senior Project in your Senior year and it must be formally proposed and approved the semester before you intend to do the main work.

Your Senior Project will be guided by:

- a faculty member who will be supervising and grading your project, and,
- a second reader who will make comments and give advice, but will not actually grade the final version.

Both should be involved in your project from the start and should be very familiar with the overall goals of your ISP.

Usually, it takes time for the design and approval process to take place, so you should start as early as possible. To allow time for evaluation and possible changes, your proposal should be ready to submit to the Interdisciplinary Studies (IS) Committee at least four weeks before the end of the term. Note: The IS Committee does not meet during January term.

The keys to a successful senior project are:

- a clear plan of action,
- regular communication with your main advisor, reader, and the ISP committee, and
- timely completion of all major stages of the project.

For detailed instructions on how to prepare a Senior Project Proposal, contact the ISP Coordinator.

### **Individual Student Program Courses**

**ISP 490 Senior Thesis (4 credits)** The senior project is the culmination of an ISP. As such, it highlights the distinctiveness of a program of study, and will incorporate the insights and methods gathered from previous courses. A student can only register for an ISP Senior Project in his or her senior year and it must be formally proposed and approved the semester before a student intends to do the main work.

## Legal Studies

**Program Coordinator**

Laurel Elder (Political Science)

**Major**

N/A

**Minor**

Legal Studies

**About**

The Legal Studies Minor is an interdisciplinary course of study in how law functions within society, going beyond traditional public law studies of legal institutions to reflect the current scholarly understanding of law as a multifaceted form of power operating throughout society. This minor also serves to provide structure for students preparing for law school, and to recruit students who are interested in studying the law and/or pursuing a legal career.

The program of study consists of three components: three required courses, three electives, and an internship. The coursework must total a minimum of 18 credits, and one course must be taken at the 300-level. No more than two courses or eight credits may be double-counted toward a student’s major or an alternative minor.

**Student Learning Outcomes**

At the completion of the legal studies minor each student will be able to:

1. Communicate Effectively: Write and speak about legal issues clearly and effectively
2. Engage in Critical Thinking: Evaluate conflicting theories and arguments about legal issues and draw reasoned conclusions
3. Understand legal institutions, structures and processes in the U.S.
4. Apply and enhance knowledge about legal issues through practical experience

### Legal Studies Minor Requirements

Three required courses	Three elective courses	Law-related internship requirement
POSC 101 U.S. Government and Politics	ANTH 223 Cultural Anthropology	All students are required to complete at least one internship credit in a law or policy related setting such as the courts, a law office, a government agency, or non-profit office. The internship option can be fulfilled during either semester, January, or the summer months
POSC 230 Courts and Judicial Process <i>OR</i> SOCI 250 Introduction to the Law	BUSA 310 Business Law I	
POSC 270 Constitutional Law and Government Power <i>OR</i> POSC 280 Constitutional Law and Civil Rights	BUSA 311 Business Law II	
	CRMJ 360 White Collar Crime	
	HIST 104 Race and Ethnicity in American History	
	HIST 240 American Environmental Relations	
	HIST 241 Environmental Injustice	
	HIST 249 Civil Rights Movement	
	MUST 203 Controversies and Dilemmas in Museums	
	PHIL 236 Logic	
	PHIL 250 Race and Gender	
	PHIL 271 Values and Society	
	PHIL 273 Relativism	
	PHIL 336 Ethics	
	RELS / POSC 243 Religion and Politics	
	POSC 210 State and Local Politics	

	POSC 220 Congress & the Presidency	
	POSC 232 Mock Trial	
	POSC 240 Gender and Politics	
	POSC 290 Environment Politics and Policy	
	POSC 292 Public Policy	
	POSC 320 Public Administration	
	POSC 330 The Politics of Race and Ethnicity	
	POSC 335 International Law	
	POSC 340 Media and Politics	
	POSC 370 Environmental Law	
	POSC 377 Philosophy of Law	
	POSC 380 Energy Policy	

## Mathematics

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**Department Chair:** Min Chung

**Faculty:** L. Gerald Hunsberger; Heng Li.

### Major

Mathematics

### Minor

Mathematics

### About

The study of mathematics enables students not only to learn mathematical principles and the application of those principles, but to develop their ability to think logically, solve problems, express themselves precisely and gain a cultural appreciation of the discipline.

Mathematics majors must complete a specified core of courses, beginning with a calculus and linear algebra sequence and an introductory course in abstraction. These courses provide the foundation for upper level courses. To obtain an overview of modern mathematics, majors take courses in two general areas, abstract algebra and real analysis, generally during their junior year. As an introduction to applied mathematics, they must elect one of several courses that stress a modeling/problem-solving approach to using mathematics. During the junior year, majors must participate in a Junior Seminar, which emphasizes supervised seminar study and oral presentations. A required Senior Capstone Seminar involves supervised independent study with written presentations and a final oral presentation. In addition to the required courses, a course in computer programming is strongly recommended.

In addition, mathematics majors are required to complete a term of general physics, which provides them with another problem-solving experience and introduces them to the subject which was one of the primary motivations for the development of the calculus.

Students who wish to pursue a special area of mathematics in greater depth may do so by taking additional courses in that area and by independent study with a faculty member in an area not specifically covered in a course. Among the areas available for such study are numerical methods, mathematical modeling, operations research, statistics, graph theory, combinatorics, and topology. For students who may be interested in engineering, Hartwick offers a Pre-Engineering Program and the opportunity to participate in a combined degree program with Columbia University or Clarkson University in which the student spends three years at Hartwick and two years at one of the engineering schools, earning a bachelor's degree from each in the process.

Students majoring in other disciplines who wish to complete a minor in mathematics should notify the department of their intent as soon as possible, preferably by the junior year.

Incoming students are administered an algebra placement test and, on the basis of the results, are advised which mathematics courses would be most appropriate for their algebra backgrounds. Pre-Calculus Mathematics (MATH 120) may be selected by students who need a stronger background in algebra before they begin the calculus sequence. For students with exceptional

mathematics backgrounds, advanced placement credit in calculus will be granted on the basis of Advanced Placement Test scores. Advanced placement without credit also may be granted on the basis of consultation with the department faculty.

A Math Center sponsored by the department offers problem sessions and tutoring for students enrolled in any of the department's service courses. Tutoring in math is available through The Center for Student Success.

*Note: Because of the significant overlap in requirements for the Mathematics and Actuarial Mathematics majors, no student may be credited with both majors.*

## Mathematics Courses

**100 Algebra Review (2 credits)** Intended to provide the background necessary for MATH 120 Precalculus. Topics covered include properties of real numbers, exponents, and radicals; operations involving polynomials and other algebraic expressions; solving equations and inequalities. Other topics may be included if time permits. The course should be taken only by students who intend to take MATH 120 Precalculus. This course cannot be used to satisfy the QFR requirement of the Physical & Life Science Division distribution requirement of LAiP, and does not count toward a mathematics major or minor.

**108 Statistics (3 credits)** An introduction to basic methods in exploratory data analysis, experimental design, and statistical inference. Included are graphic displays, numeric measures of center and variation, regression and correlation, normal probabilities, fundamentals of experimental design, and confidence intervals and hypothesis tests for means and proportions. Material covered has application to biology, economics, nursing, political science, psychology, sociology and other fields. Use of statistical software is integral to much of the course. Cannot be taken for credit if credit has already been received for MATH 307 or MATH 308. (*QFR*)

*Prerequisite: At least Level 2 on math placement exam.*

**110 Problem Solving with Recreational Mathematics (3 credits)** An introduction to strategies of problem solving using recreational mathematics. Analysis of problems arising from logical puzzles, games, card tricks and geometric puzzles will systematically introduce students to a variety of problem-solving techniques and mathematical topics. Topics may include logic, the pigeon hole principle, applications of algebra, mathematical induction, number theory, graph theory and game theory. Students will be encouraged to solve problems on their own using creative strategies. (*QFR*)

*Prerequisite: Level 4 or 5 on math placement test*

**120 Pre-Calculus Mathematics (3 credits)** Intended to provide the background necessary for the calculus sequence. Included are topics from algebra, functions, graphs, linear functions, quadratics, conics, trigonometric functions, exponentials, inverse functions, logarithms, and inverse trigonometric functions. The course should be taken only by students who intend to begin the calculus sequence. (*QFR*)

*Prerequisite: Level 3 or 4 on the math placement test.*

**221 Single Variable Calculus (4 credits)** A course in the basic concepts of single-variable calculus. Included are functions and their graphs, limits, derivatives, applications of the derivative, and an introduction to integration. Use of computer algebra software is integral to the course. (QFR)

*Prerequisite:* Level 5 on the math placement test **OR** at least a C in MATH 120.

**220 Linear Algebra (3 credits)** Systems of linear equations, matrix algebra, dependence and independence, vector spaces, transformations. Applications. (QFR)

*Prerequisite:* at least a C- in MATH 233 **OR** MATH 235

**233 Multivariable Calculus (3 credits)** Rectangular, cylindrical, and spherical coordinate systems in three dimensions, vectors, functions of several variables, limits and continuity, partial derivatives, optimization techniques, multiple integrals (including alternate coordinate systems). (QFR)

*Prerequisite:* at least a C- in MATH 121

**235 Advanced Single Variable Calculus (3 credits)** The second half of the single-variable calculus. Included are techniques of integration, applications of integration, infinite sequences and series, polar coordinates, and complex numbers. (QFR)

*Prerequisite:* at least a C- in MATH 121

**307 Mathematical Probability and Statistics I (3 credits)** This course will help students gain an understanding of basic probability theory and how to apply it to analyze statistical problems. It also provides an opportunity for students to see how various mathematical knowledge and techniques which they have learned in different courses unite together to serve a common purpose. Topics include probability theory, random variables, mathematical expectation, binomial, Poisson, normal and other distributions, moment-generation function technique. (QFR)

*Prerequisites:* MATH 233 **AND** MATH 235

**308 Mathematical Probability and Statistics II (3 credits)**

Statistics is a fundamental tool for making sense of data, and so it has become a key application of mathematics in virtually all sciences and social sciences. It allows a researcher to predict characteristics of a population based on information obtained from a small sample taken from the population. These predictions are given in probabilistic terms and are based on the knowledge of likely outcomes in various situations. We will study sampling distribution, central limit theorem, Chi-Square and  $t$  distributions, decision theory, estimation, hypothesis testing, regression and correlation (QFR)

*Prerequisite:* MATH 307

**311 Differential Equations (3 credits)** Basic theory of ordinary differential equations. Equations of first order and first degree, linear differential equations and linear systems, operational methods, numerical methods, solution in series, existence and uniqueness theorems. (QFR)

*Prerequisites or Co-requisites:* MATH 233 **AND** MATH 235

**320 Introduction to Abstraction (3 credits)** A preparation for the more abstract upper-division courses. Included are sets, logic, mathematical proof, mathematical induction, partial orders, equivalence relations, and functions. (QFR)

*Prerequisite:* MATH 233, MATH 235, **AND** at least a C in MATH 220.

**326 Discrete Mathematics (3 credits)** Included are elementary set theory and logic, mathematical induction, principles of counting including combinations and permutations, distributions, binomial and multinomial coefficients, pigeon-hole principle, and Stirling numbers. Other topics selected from generating functions, finite state machines and languages, graph theory, Boolean algebra. Offered alternate years. (QFR)

*Prerequisites:* MATH 220, MATH 233 **AND** MATH 235

**333 Advanced Multivariable Calculus (3 credits)** Parameterization of curves and surfaces, curves in 3-space, arc length, surface area, gradient, divergence, curl, line integrals, surface integrals, theorems of Green, Gauss, and Stokes. Offered alternate years. (QFR)

*Prerequisite:* MATH 233

**337 Number Theory (3 credits)** Divisibility, primes, congruences, arithmetic functions, quadratic residues, partitions and generating functions. Offered when there is sufficient student interest. (QFR)

*Prerequisites:* MATH 220, MATH 233, **AND** MATH 235

**341 Complex Variables (3 credits)** An introduction to the theory of functions of complex variables, derivatives and integrals, Cauchy's theorem, theory of residues, applications to mathematical physics. Offered when there is sufficient student interest. (QFR)

*Prerequisites:* MATH 233 **AND** MATH 235

**381 Mathematical Modeling (3 credits)** Selected topics in modern mathematics and operations research that have application to the social, life and managerial sciences. Emphasis on problem solving through model building. Possible topics include Markov chains, linear programming, optimization, graph theory, combinatorics, game theory, decision theory, queuing theory, simulation. Offered alternate years. (QFR)

*Prerequisites:* MATH 220, MATH 233, **AND** MATH 235

**390 Junior Seminar (4 credits)** Supervised seminar study with oral and written presentations. Seminar groups are assigned topics from areas such as geometry, graph theory, number theory, or applied mathematics. Must be taken during January Term on campus. (QFR)

*Prerequisites:* at least a C in MATH 320 **AND** permission of the department.

**411 Partial Differential Equations (3 credits)** Solution of second order linear equations including the heat, potential and wave equations; initial and boundary value problems; Fourier series; numerical methods. Offered when there is sufficient student interest. (QFR)

*Prerequisite:* MATH 311

**420 Abstract Algebra (3 credits)** An introduction to fundamental algebraic structures, focused primarily on group theory. Included are groups, subgroups, cyclic groups, permutation groups, isomorphisms, homomorphisms, direct products, normal subgroups, factor groups, and an introduction to rings, integral domains, and fields. (*QFR*)

*Prerequisites: at least a C in MATH 320*

**431 Introduction to Real Analysis (3 credits)** A study of the theoretical underpinnings of the calculus. Included are the topology of the real line, limits, continuity, differentiation, and Riemann integration. (*QFR*)

*Prerequisites: at least a C in MATH 320*

**491 Senior Capstone Seminar (4 credits)** All senior Math majors are required to enroll in the Senior Capstone Seminar, convened every spring semester. Seminar topics will vary from year to year, depending on which faculty member is supervising the seminar. The capstone course is intended to be conducted in true seminar style, with its participants responsible for class investigations and presentations, as suggested by the faculty supervisor. In addition to the study of the chosen seminar topic, there will be a significant writing component with an emphasis on clear communication of mathematics.

*Prerequisites: MATH 390 AND MATH 420*

*Co-requisite: MATH 431.*

**Mathematics Major Requirements:**

Minimum of 12 courses in Mathematics and 1 in Physics, distributed as follows:

Five foundation courses	Two overview courses	One course in applied Mathematics	Two additional Mathematics courses at 300- or 400-level	Two advanced directed studies	One course in Physics	
MATH 121 Single Variable Calculus	MATH 420 Abstract Algebra	MATH 311 Differential Equations		MATH 390 Junior Seminar	PHYS 201 General Physics I	
MATH 233 Multivariable Calculus (normally taken freshman year)	MATH 431 Introduction to Real Analysis	MATH 381 Mathematical Modeling				MATH 491 Senior Capstone Seminar
MATH 220 Linear Algebra						
MATH 235 Advanced Single Variable Calculus						
MATH 320 Introduction to Abstraction						

**\*Mathematics Minor Requirements:**

Complete a minimum of seven courses, distributed as follows:

*\*Notify department of intent as soon as possible of declaration*

Four foundation courses	Three additional courses in Mathematics
MATH 121 Single Variable Calculus	Must be at 300- or 400-level
MATH 233 Multivariable Calculus	
MATH 235 Advanced Single Variable Calculus	
MATH 220 Linear Algebra	

## Medical Technology

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**Program Coordinator:** Allen Crooker (Biology)

**Major**

Medical Technology

**Minor**

N/A

**About**

Although medical laboratories are physically located in hospitals, clinics, industry and universities, the real location is on the frontier of scientific medicine. Here, the best qualified men and women are building careers in laboratory medicine by applying their expert knowledge and practical skills. Medical technologists, also known as clinical laboratory technologists, with their broad background of college and clinical laboratory training, fulfill a prominent role in these laboratories. About 2/3 of the professional medical technologists in the United States are employed in hospital medical laboratories. Others work in physicians' laboratories, outpatient clinics, the armed forces, public health agencies, research programs at university hospitals and pharmaceutical companies, criminology laboratories, and in sales promotion of diagnostic reagents and equipment. Still others continue their education to obtain the Master of Science or Doctorate in Clinical Laboratory Science.

Completion of the Medical Technology major as part of a liberal arts and sciences education offers students the breadth of knowledge and experience to handle the responsibilities and decisions they will face in their careers and the ability to adapt to changes within their profession. In addition, they will be prepared to lead full and satisfying lives.

Students interested in preparing for a career in medical technology pursue a three-plus-one program leading to a Bachelor of Science degree in medical technology. The program consists of three years of academic work at Hartwick followed by a 12-month clinical internship in the Rochester General Hospital Clinical Laboratory Technology Program in Rochester, NY.

Following completion of the internship, students will have earned the necessary 120 credits for the B. S. degree in Medical Technology from Hartwick, and a certificate indicating completion of the Clinical Laboratory Technology Program. They are then eligible to take the National Registry Examination, the passage of which earns the professional certification, MT (ASCP). Hartwick's three- plus-one program fulfills the requirements of the National Accrediting Agency for Clinical Laboratory Sciences.

Medical technologists are licensed professionals within New York State. Licensing reflects recognition of the extensive clinical knowledge, subjective judgment, and critical decision-making skills that are required to practice this challenging profession.

Academic work during the first three years at Hartwick involves an interdepartmental concentration of courses in biology, chemistry, biochemistry and mathematics (see the course list at the end of this section). Students should maintain at least a 3.0 grade point average in coursework to be considered for the clinical internship. If the grades are not high enough for admittance to the internship, or if the student changes his or her mind about becoming a medical technologist, he or she can complete the requirements for a major in Biology and graduate with a bachelor's degree in Biology.

The specific requirements of Hartwick's Medical Technology major and the general College requirements for the baccalaureate degree permit sufficient flexibility for students to take advantage of numerous off-campus study programs applicable to the profession. This is in keeping with the multi-faceted responsibilities of professional medical technologists in such areas as computer programming, conducting lab tests, troubleshooting equipment problems, business and personnel management, teaching, and report writing.

**Medical Technology Major Requirements:**

Minimum of 13 courses in Biology, Biochemistry, Chemistry, and Mathematics, plus the Clinical Internship, distributed as follows:

<b>Seven courses in Biology</b>	<b>One course in Biochemistry</b>	<b>Four courses in Chemistry</b>	<b>One course in Mathematics</b>	<b>Clinical Internship (36 credits)</b>
BIOL 101 Biology in Practice	BIOC 405 Biochemistry I <b>AND</b> BIOC 405L Biochemistry I Lab	CHEM 107 General Chemistry I <b>AND</b> CHEM 107L General Chemistry I Lab	MATH 108 Statistics	A 12-month clinical internship at Rochester General Hospital
BIOL 202 Concepts of Biology: Biological Information		CHEM 108 General Chemistry II <b>AND</b> CHEM 108L General Chemistry II Lab		
BIOL 306 Microbiology <b>AND</b> BIOL 306L Microbiology Lab		CHEM 201 Organic Chemistry I <b>AND</b> CHEM 201L Organic Chemistry Lab I		
BIOL 313 Genetic Analysis <b>AND</b> BIOL 313L Genetic Analysis Lab		CHEM 202 Organic Chemistry II <b>AND</b> CHEM 202L Organic Chemistry II Lab		
BIOL 314 Immunology <b>AND</b> BIOL 314L Immunology Lab				
BIOL 319 Human Anatomy & Physiology I				
BIOL 320 Human Anatomy & Physiology II				

# Music

## *PERFORM, CREATE, THINK, IMPART, TEACH*

**Faculty:** Diane Paige (chair); Steven Nanni, Andrew Pease; Meghan Sheehy *Resident Artists & Part-Time Faculty*: Ben Aldridge; Ruth Berry; Paul Blake; Karlinda Caldicott; Fideliz Campbell; Carol Castel, John Colonna; Cynthia Donaldson; Graeme Francis; Ana-Laura González; Daniel Hane; Stephanie Hollander; Timothy Horne; Evan Jagels Stephen Markuson; Gregg Norris; Spencer Phillips; Robin Seletsky; Uli Speth; Charles Vatalaro

### **Major(s)**

Music

Music Education

### **Minor(s)**

Music

### **Concentration(s)**

Musical Theatre with a degree in Music or Theatre

### **About**

The Department of Music develops the musical abilities of students in many ways, including the areas of performance, scholarship, creativity, communication, and where appropriate, teaching ability. We create an atmosphere that is founded on close faculty-student interaction and collaboration and one that aids in the development of self-motivated learners who have the ability to apply and transfer concepts and knowledge.

In our classrooms, rehearsals, and throughout the department we seek to develop:

- Musicians of a high level of performing abilities with a solid command of their performance area and of the rudiments of music.
- Intellectuals who think deeply about the music from a range of cultural and geographical regions and throughout historical time in a variety of ways.
- Creative individuals who can demonstrate content mastery through creative applications and embody the ideals of the liberal arts in practice.
- Communicators who can impart beliefs and knowledge about music to others with clarity and ease.
- Teaching abilities through a study of music education methodology and its application to real-world classroom settings through practicum experiences for those who pursue the BS in Music Education.

### **Bachelor of Arts (BA)**

This degree, a liberal arts major in music, prepares students for graduate work in music as well as affiliated careers in music. With the help of your academic advisor, you can further develop specific areas of interest, such as performance, music technology, and arts administration.

### **Bachelor of Science (BS)**

The major in music education is an intensive pre-professional program preparing students for certification in vocal, general, and instrumental music, pre-K-12. Student teaching practica take place in the senior year.

*Note: Because of the significant overlap in requirements for the music education and music majors, no student may be credited with both majors.*

### **Musical Theatre Concentration**

Hartwick offers students majoring in music the opportunity to concentrate a portion of their studies in the area of music theatre. The distinguished living tradition of American musical theatre is explored through an array of courses and productions that cover the performance, technical and historical dimensions of the art. Students work with Hartwick faculty and area professionals to develop the talent and skills necessary to produce successful musical. Course requirements in both music and theatre arts insure a solid grounding in the two disciplines.

The Department of Music is an accredited member of the National Association of Schools of Music (NASM) and is a member of the national music honor society, Pi Kappa Lambda.

Student organizations include: NAFME, (National Association for Music Education) for music educators, and two music fraternities, Sigma Alpha Iota, for women and Phi Mu Alpha, for men.

*All music and music education majors must successfully audition for entry into the major.*

### **Music Courses (MUSI)**

**105 Music Theatre/Opera Production (4 credits)** Study, rehearsal, and performance of a musical theatre piece. Students will be cast in a singing role or assigned a production responsibility and will be coached and directed by the staff and faculty. An emphasis will be placed on the development of skills in singing, acting, dancing, and in the design, lighting, and running of a production. The literary, thematic, and historical aspects of the chosen show will be examined as well. Typically offered during January-term. *(EL)*

**110 Fundamentals of Guitar (3 credits)** A course for the beginning student including those without any previous musical experience. Designed to provide basic skills in guitar technique and the development of music fundamentals by exploring a diverse repertory that includes classical (course emphasis), folk, country, and popular styles. Offered fall and spring semesters. *(EL)*

**112 Introduction to Basic Piano (3 credits)** Designed to teach the concepts and fundamentals of piano playing for those with limited or no piano experience. Students explore a variety of musical repertoire, learn musical terminology, keyboard navigation and develop finger dexterity. Areas of emphasis include the study of musical notation and symbols, rhythm, note reading, scales, key signatures, intervals, triads as well as work in listening analysis as a means to improve music reading skills. Offered yearly. *(EL)*

**140 Music Theory I (3 credits)** An investigation of the basic elements of Western tonal music: major and minor scales, simple and compound rhythms and time signatures, intervals, diatonic triads and seventh chords, principles of harmonic relationships, fundamentals of part-writing and analysis. Students will also be introduced to the use of various music technologies. This will serve: (1) as a means to complement and enhance student learning about music theory, and (2) as an introduction to the extraordinarily wide range of technological applications to composition, improvisation, and music education in general. This is the first of a foundational block of courses designed to provide students a sufficient knowledge base in theory and aural skills. Offered every fall semester. (EL)

*Prerequisite: Ability to read music*

**MUSI 141 Aural Theory I (2 credits)**

An exploration of the concepts and materials covered in MUSI 140: Music Theory I, namely, the musical language of the Baroque and Classical Eras. Students will examine musical tools composers had at hand and how those tools informed compositional decisions. Musical materials will be considered within a historical and theoretical context and works by canonic composers such as J.S. Bach and W. A. Mozart will serve as exemplars. Written and aural work will be a means to understand this body of music. Open to students of all majors. Enrolled students must be able to read music. Offered every fall semester. (EL)

**142 Music Theory II (3 credits)** A continuation of work completed in Music Theory I. It includes more advanced part writing and analysis, harmonization of melodies, chord inversions, diatonic seventh chords, non-chord tones, phrase structure, small-scale formal structures, and individual and group projects that focus on various analytical, arranging, and compositional activities. Instruction will be integrated with music technologies. This will serve: (1) as a means to complement and enhance student learning about music theory, and (2) as an introduction to the extraordinarily wide range of technological applications to composition, improvisation, and music education in general. This is the continuation of a foundational block of courses designed to provide students a sufficient knowledge base in theory and aural skills. Offered every spring semester. (EL)

*Prerequisite: C or better in MUSI 140*

**MUSI 143 Aural Theory II (2 credits)**

An exploration of the concepts and materials covered in MUSI 142: Music Theory II, namely, the musical language of the Baroque, Classical Eras, and early 19<sup>th</sup> century. Students will examine how composers continued to build upon the foundational language of Western practices through the introduction of harmonic, rhythmic, and melodic innovations. Materials will be considered within a historical and theoretical context and works by canonical composers such as W.A. Mozart, J. Haydn, and their contemporaries will inform course content. Written and aural work will be a means to understand the music of these historical periods. Open to students of all majors. Enrolled students must be able to read music. Offered every spring semester. (EL)

**144 Music Theory Recitation (1 credit)** An opportunity for students to receive additional faculty support for theory and aural skills courses. The course is designed to flexibly fit the needs of each individual student, and may consist of both individual and group meetings with the professor.

*Co-requisite: MUSI 140 AND/OR MUSI 141*

**150 Topics in Music (3 credits)** Offered periodically on special aspects of music.

**160 Music of World Wars I and II (3 credits)** An exploration of the role that music played in World Wars I and II. Topics covered include: music for and by soldiers, music as propaganda, music in reaction to wartime events, music on the home front and the civilian experience, music made for and by victims of war time atrocities, and the music of remembrance. Experience with music helpful but not necessary. Offered every fall semester. (FYS)

**170 Country Music (3 credits)** A survey of the history, fundamental ingredients, and structure comprising the American musical genre nicknamed “country.” The course will discuss the influence on American country music by its ancestral styles--incorporating folk music of Britain and Ireland, 18th century rural American folk and religious / secular music, vaudeville, 1930-1940 swing band, popular vocal and instrumental styles of the 1950s--in its formation into an expressive and recognized entertainment vehicle. In addition, the course will emphasize the contributions of diverse ethnic cultures and societies (American and European) in formation of the music, structure, and emotional dimensions of this genre. Offered every year.

**172 Progressive Rock (3 credits)** An exploration of the popular musical genre originating in Britain from approximately 1967-1979, conceptualized in the music of the Beatles and culminating in complex, classically based compositions utilizing traditional orchestral instruments and electronic instrumentation associated with popular musical idioms of the period. Other ingredients of the will highlight electronic innovations in instruments and recording techniques, including the use of synthesizers and sound-producing computer-generated synthesized sounds. The influence of youth culture of the mid-20th century, the contributions of the Beat Generation poets and writers, jazz musicians, mirrored in Hippie culture and thought of the 1960s will be explored as well. Generally offered every two years.

**174 History of Radio (3 credits)** Serves as an introduction to the history of radio and its powerful presence as a provider of news, information, and entertainment. Topics include: history of radio broadcasting from its inception in the early part of the 1920s; important individuals involved in radio technology who became the foundation of early broadcasting; the inter-relative facets of radio, its personalities, and effects on entertainment and information with respect to historical happenings and the constantly changing tastes of the listening public; the continued importance of radio in our lives; and radio’s historic role as a mirror of social change and development. Offered every year.

**175 Evolution and Mechanics of Broadway (3 credits)**

Explores the development of American musical theatre from 1840-present, its musical and theatrical elements and those individuals and influences which constitute its characteristics. Contribution of immigrants, ethnic cultures of the late 19th and early 20th centuries, the songs, stories, and stage productions created to express new and ever-changing lifestyles will be explored. Offered every other year.

**176 Rock Music History (3 credits)** This course discusses the historical influences relating to the creation of the popular musical genre termed “rock and roll” and will center on the social and political conditions in the decades of the 1940s through the 1960s surrounding and contributing to the development of this specific musical style, its usefulness as a social statement, and possible reasons for its negative and / or positive reception. Offered every other year.

**178 History of Jazz (3 credits)** An introduction to the principle trends, sounds, and stylistic developments in jazz from ragtime (ca. 1900) to the present. Major performers, arrangers, and innovators are studied throughout the semester with the emphasis on sound rather than theoretical principles. Offered every spring semester.

**240 Music Theory III (3 credits)** A continuation of work completed in the first year of Music Theory. The content of the class includes chromaticism, more advanced elements in part writing, form analysis, melodic harmonization, large-scale formal structures, secondary functions, augmented sixths chords, modulation, and projects that focus on expanded analytical, compositional and arranging activities. Instruction will be integrated with music technologies. This will serve: (1) as a means to complement and enhance student learning about hands on music theory, and (2) as an opportunity to express analytical ideas in academic form. This is the continuation of a foundational block of courses designed to provide students a sufficient knowledge base in theory and aural skills. Offered every fall semester. (EL)

*Prerequisite: C or better in MUSI 142*

**MUSI 241 Aural Theory III (2 credits)**

An exploration of the concepts and materials found MUSI 240: Music Theory III, that is, the music of the so-called Common Practice period. Works will be studied with particular emphasis on innovations introduced into the musical language of functional tonality. Additionally, the heritage of choral music, use of modal scales, and their enrichment of this era’s music will be explored. Works by canonical composers such as F. Schubert and L. van Beethoven will be considered within a historical and theoretical context. Written and aural work will be a means to understand the language of functional tonality and its extensions. Open to students of all majors. Enrolled students must be able to read music. Offered every fall semester. (EL)

**242 Music Theory IV (3 credits)** This course primarily concentrates on the music of the 20th century. It begins with an introduction to late 19th century harmonic practices, and then turns its full attention to the rich and broad array of analytical

and compositional features found in 20th century music. Analytical and compositional projects, undertaken in individual and small student groups, are structured toward various 20th century music practices. Instruction will be integrated with music technologies. This will serve: (1) as a means to complement and enhance student learning about music theory, and (2) as an introduction to the extraordinarily wide range of technological applications to composition, improvisation, and music education in general. This is the continuation of a foundational block of courses designed to provide students a sufficient knowledge base in theory and aural skills. Offered every spring semester. (EL)

*Prerequisite: C or better in MUSI 240*

**MUSI 243 Aural Theory IV (2 credits)**

An exploration of the concepts and materials found in MUSI 242: Music Theory IV, namely the music of the 19<sup>th</sup> and 20<sup>th</sup> century. Works will be studied with particular emphasis on innovations in musical language and the multiplicity of styles resulting from those innovations. Concepts from the 20<sup>th</sup> century including mixed meter, quartal harmony, and extended harmonies will serve as an introduction to late-romantic and modern music and its varying musical languages and approaches. Representative composers include J. Brahms, R. Wagner, A. Schoenberg, and I. Stravinsky and theirs and others’ works will be considered within a historical and theoretical context. Written and aural work will be a means to understand the many ways in which composers from these periods deviated from and/or rejected functional tonality. Open to students of all majors. Enrolled students must be able to read music. Offered every spring semester. (EL)

**250 Topics in Music (3 credits)** Offered periodically in special aspects of music. Generally, for majors and non- majors.

**280 Music of the World’s Cultures (3 credits)** Study of music outside of the Western art tradition as both cultural and artistic phenomena. Principles of ethnomusicology will be employed within an interdisciplinary framework. Music cultures explored will include those from Africa, North and South America, the Middle East, Indonesia, and the Far East. Music Education majors will develop teaching projects and sample lessons as part of coursework. Offered every spring semester. (EL, WL3)

**295 Sophomore Internship in Music (3 credits)** An internship in a music-related field.

**320 Conducting: Choral (3 credits)** This class will serve as an introduction to five primary pillars of conducting: mental and physical grounding, advanced musicianship, score study, rehearsal technique, and gestural communication. Students will also develop fundamental skills in leadership, conducting philosophy, applications of pedagogical knowledge, error detection, instructional planning and effective teaching, promoting development of positive social interaction skills, and school organization and classroom management. This course will focus on techniques and literature relevant to choral music. Offered every other spring semester. (EL)

**322 Conducting: Instrumental (3 credits)** This is a course intended to develop fundamental skills in baton technique, score analysis, leadership, rehearsal technique, music interpretation, conducting philosophy, applications of pedagogical knowledge, error detection, instructional planning and effective teaching, promoting development of positive social interaction skills, and school organization and classroom management. This course will focus on techniques and literature relevant to instrumental music. Offered every other fall semester. (EL)

**324 Foreign Language Diction (3 credits)** Covers English, Italian, French, German, and Latin diction and song literature. The International Phonetic Alphabet are covered as is its application to vocal literature. Students wishing to enroll must be able to read music. Offered every other fall semester. (EL)

**350 Topics in Music (3 credits)** Offered periodically in special aspects of music. Generally, for majors.

**366 Music History I: Medieval-Baroque (3 credits)** An examination of the music of the Western classical tradition from ca. 600-1750. In addition to the study of musical styles, genres, and representative composers, students will gain hands-on experience in working with early notation, the area of manuscript stemmatics and filiation, composition projects, the close study of primary sources (both textual and musical), the field of performance practice, and the intersection of race, class, and gender in the musics of each era. Offered every fall semester.  
*Prerequisite: declared Music and Music Education majors or instructor permission.*

**367 Music History II: Classical-Modern (3 credits)** An examination of the music of the Western classical tradition from ca. 1750-1970. In addition to the study of musical styles, genres, and representative composers, students will gain hands-on experience in working with early notation, composition projects, the close study of primary sources (both textual and musical), the field of performance practice, reception history, and the intersection of race, class, and gender in the musics of these eras. Offered every spring semester. (WL3)  
*Prerequisite: declared Music and Music Education majors or instructor permission.*

**395 Junior Internship in Music (3 credits)** An internship in a music-related field.

**440 Orchestration and Arranging (3 credits)** This course looks at each instrument family in depth, covering ranges and registers, technical considerations, and special techniques for common string, woodwind, brass, percussion, and keyboard instruments. Students create arrangements for each family and larger mixed ensembles, including band and orchestra. Offered every other spring. (EL)  
*Prerequisite: MUSI 242*

**450 Topics in Music (3 credits)** Offered periodically in special aspects of music. Generally, for majors.

**490 Senior Thesis (3 credits)** Entails a public recital on the student's primary instrument/voice with accompanying program notes as well a large-scale project. The research project can take on a variety of forms. These might include: issues in performance practice, case studies, analysis, composition, musicology, multimedia, lecture/demonstration, or community-based projects. Students must propose a thesis topic and have it approved by faculty by the end of the preceding fall term, before beginning work. The research project will culminate in some form of documentation of the research undertaken, (written paper, recording, notated score) as well as a public presentation of the project for faculty, students, and campus community. (EL)

**495 Senior Internship in Music (3 credits)** An internship in a music-related field.

## Music Education Courses (MUED)

### MUED 100 Introduction to Music Education (3 credits)

This introductory course to music education will address the historical, social, philosophical, and legal foundations of music education. An overview and exploration of methods and approaches to assessment, the development of curriculum, teaching and learning in early childhood, elementary and secondary general music, choral, string, and instrumental music settings will be included. The topics of diversity and diverse learning populations, lifelong learning, literacy and music, alternative contexts for the teaching and learning of music, world music, and the characteristics of learners with disabilities in music, and integrating music technology into the curriculum will be introduced. Students will begin to develop a personal philosophy of music education. Enrolled students must be able to read music. Offered every fall semester. (EL) *Prerequisite: declared Music or Music Education or instructor permission Co-requisite for Music Education majors: MUED 101*

### MUED 101 Music Education Lab (1 credit)

This introductory co-requisite lab for Introduction to Music Education will facilitate observations of methods and approaches to development of curriculum, assessment, and teaching and learning among diverse classroom populations such as early childhood, elementary and secondary general music, choral, string, and instrumental music settings. The topics of diversity and diverse learning populations, lifelong learning, literacy and music, alternative contexts for the teaching and learning of music, world music, teaching exceptional learners in music, assessment and philosophies thereof, integrating music technology into the curriculum, and the social, historical, and philosophical foundations of the discipline will be introduced. Students will reflect on their personal philosophy of music education engage in discussions considering how these field experiences are effecting change in that philosophy. Offered every fall semester. *Pre-requisite: Enrolled students must be Music Education majors. Co-requisite for Music Education majors: MUED 100*

**221 Keyboard Techniques I (2 credits)** is the first in the required sequence of four courses in piano for music education majors. Work will focus on harmonization, transposition, improvisation, part reading from choral works, sight-reading,

accompanying, scales, arpeggios, technical exercises, and incorporate the use of technology with assignments on Finale. Materials are sequenced to accommodate different backgrounds, but basic keyboard reading skills are required. The course is a four-semester sequence that progresses developmentally through all skill areas. Offered every fall semester. *(EL)*

*Prerequisite: declared Music Education major*

**222 Keyboard Techniques II (2 credits)** is the second course in the required four semester sequence in piano study for music education majors. Work will focus on harmonization, transposition, improvisation, part reading from choral works, sight-reading, accompanying, scales, arpeggios, technical exercises, and incorporate the use of technology with assignments on Finale. Materials are sequenced to accommodate different backgrounds, but basic keyboard reading skills are required. The course is a four-semester sequence that progresses developmentally through all skill areas. Offered every spring semester. *(EL)*

*Prerequisite: declared Music Education major AND MUED 221*

**223 Keyboard Techniques III (2 credits)** is the third in the required sequence of four courses in piano for music education majors. Work will focus on harmonization, transposition, improvisation, part reading from choral works, sight reading, accompanying, scales, arpeggios, technical exercises, and incorporate the use of technology with assignments on Finale. Materials are sequenced to accommodate different backgrounds, but basic keyboard reading skills is required. The course is a four-semester sequence that progresses developmentally through all skill areas. Offered every fall semester. *(EL)*

*Prerequisite: declared Music Education major AND MUED 222*

**224 Keyboard Techniques IV (2 credits)** is the fourth, and final course in the required sequence in piano study for music education majors. Work will focus on harmonization, transposition, improvisation, part reading from choral works, sight-reading, accompanying, scales, arpeggios, technical exercises, and incorporate the use of technology with assignments on Finale. Offered every spring semester. *(EL)*

*Prerequisite: declared Music Education major AND MUED 223*

**225 Brass Methods (2 credits)** This course will explore a variety of topics related to brass methods including but not limited to the care and maintenance of brass instruments (including assembly where relevant), proper playing techniques and hand position, special musical notation related to this family of instruments, prominent repertoire and method books, instructional planning, school organization, and effective teaching strategies. Students will also have the opportunity to learn secondary instruments during this course. Offered alternate years. *(EL)*

*Prerequisite: declared Music Education major*

**226 Woodwind Methods (2 credits)** This course will explore a variety of topics related to woodwind methods including but not limited to the care and maintenance of woodwind instruments (including assembly where relevant), proper playing techniques and hand position, special musical notation related to this family

of instruments, prominent repertoire and method books, instructional planning, school organization, and effective teaching strategies. Students will also have the opportunity to learn secondary instruments during this course. Offered alternate years. *(EL)*

*Prerequisite: declared Music Education major*

**227 Percussion Methods (2 credits)** This course will explore a variety of topics related to percussion methods including but not limited to the care and maintenance of percussion instruments (including assembly where relevant), proper playing techniques and hand position, special musical notation related to this family of instruments, prominent repertoire and method books, instructional planning, school organization, and effective teaching strategies. Students will also have the opportunity to learn secondary instruments during this course. Offered alternate years. *(EL)*

*Prerequisite: declared Music Education major*

**228 String Methods (2 credits)** This course will explore a variety of topics related to string methods including but not limited to the care and maintenance of string instruments (including assembly where relevant), proper playing techniques and hand position, special musical notation related to this family of instruments, prominent repertoire and method books, instructional planning, school organization, and effective teaching strategies. Students will also have the opportunity to learn secondary instruments during this course. Offered alternate years. *(EL)*

*Prerequisite: declared Music Education major*

**229 Vocal Methods (2 credits)** Vocal Methods is a pedagogical methods course designed to familiarize the student with the principals of vocal production and technique, anatomy, vocal hygiene, instruction, and performance. This course will examine an array of performance theorists and artists in order to think about how art functions in relation to life and society. Students will also study vocal terminology and pedagogical semantics and their application, instructional planning and effective teaching strategies, school organization, understanding the importance of the relationship between the vocal line and the accompaniment, meaningful communication, and exploring the relationship between theatre and performance art. Students will connect with each other and the material through readings, discussions, performance, and critique. Offered every spring semester. *(EL)*

*Prerequisite: declared Music Education major*

**MUED 300 Music Education Literacy Workshop (0 credits)** will facilitate further understanding of the process of literacy and first-language acquisition, including tools for developing the listening, speaking, reading, and writing skills of all students, in consideration of the relationship between Literacy and music literacy. Issues related to education and teaching that will be covered in this class include exploring and understanding the various definitions of literacy, and how literacy is acquired and developed. In addition to theoretical perspectives, we will reflect on and discuss how each of us can draw on our students' multiple literacies to enhance their learning experiences in all subject areas and grade levels. *Co-requisite: MUED 301.*

**301 Contemporary Trends in Music Education: Elementary Level (4 credits)** This course focuses on developing differentiated instructional planning and teaching strategies for the elementary/general music classroom (grades K-5/6), including the use of technology, lesson planning, teaching and learning among diverse classroom populations, formal and informal assessment methods and reflection thereof, understanding the characteristics of learners with disabilities, childhood development, curriculum development and instructional planning, classroom management skills, music literacy, and first language acquisition and skills for developing the listening, speaking, reading, and writing skills of all students. Several projects involving music technology and its current applications to music education. In addition, this course provides a historical and philosophical background for teaching music to students in K-5/6. Students will also develop an awareness of ways to create a safe, healthy, and nurturing classroom environment, develop empathy and coping strategies for students of disadvantaged backgrounds, grow in their ability to self-reflect and assess their own teaching, and develop their local professional relationships through participation in field experiences within the community that provide interactions with community leaders and residents as a required component of this course. Offered every spring semester. (EL)

*Prerequisite: MUED 100 Co-requisite: MUED 300.*

**302 Contemporary Trends in Music Education: Secondary Level (4 credits)** The course focuses on developing differentiated instructional planning and teaching strategies for the secondary music classroom in general music, choral, and instrumental specialties. Skills developed in this course include lesson/rehearsal planning, use of technology, teaching and learning among diverse classroom populations, formal and informal assessment methods and reflection thereof, understanding characteristics of learners with disabilities, curriculum development, classroom management, music literacy, and other current related topics. In addition, this course provides a historical and philosophical background for teaching a range of music classes to secondary students. Participants will also develop an awareness of ways to create a safe, healthy, and nurturing classroom environment, grow in their ability to self-reflect and assess their own teaching, and foster professional relationships through participation in field experiences within the community that provide interactions with local leaders and residents as a required component of this course. Students will also complete assignments involving music technology and its current applications to music education, and will learn to update their knowledge and skills related to secondary music education via research, field experience, and symposium/conference attendance.

Offered every fall semester. (EL)

*Prerequisite: MUED 100; MUED 301(recommended)*

### **Music Performance Courses (MUPF)**

**MUPF 202-311 Private Lessons (1 credit)** Private lessons are available for majors and non-majors. The fee for lessons is supported in part by the College. Student fees can be found by clicking [here](#) and are directly charged to the student's account.

The 200- and 300-level lessons are suitable for non-majors, minors, and/or Music and Music Education majors who wish to pursue private lesson study in a secondary area. Please see the Department Chair for more information.

(MUPF 2xx are ½-hour per week lessons; MUPF 3xx, one-hour per week)

MUPF 202-302 Private Lessons: Keyboard  
 MUPF 203-303 Private Lessons: Voice  
 MUPF 204-304 Private Lessons: Strings  
 MUPF 205-305 Private Lessons: Woodwind  
 MUPF 206-306 Private Lessons: Brass  
 MUPF 207-307 Private Lessons: Percussion  
 MUPF 208-308 Private Lessons: Composition  
 MUPF 209-309 Private Lessons: Accompanying-Keyboard  
 MUPF 210-310 Private Lessons: Conducting

**MUPF 402-407 Advanced Private Lessons (1 credit)** A series of advanced one-hour private lessons for the Music and Music Education major's primary performing medium. At the end of the fall semester, students present a faculty-adjudicated performance and a faculty-adjudicated jury at the end of the spring semester. Students are required to practice a minimum of 15 hours each week.

MUPF 402 Advanced Private Lessons: Keyboard  
 MUPF 403 Advanced Private Lessons: Voice  
 MUPF 404 Advanced Private Lessons: Strings  
 MUPF 405 Advanced Private Lessons: Woodwind  
 MUPF 406 Advanced Private Lessons: Brass  
 MUPF 407 Advanced Private Lessons: Percussion

### **Ensembles**

All students, regardless of major, are encouraged to participate in ensembles. Please see the Department Chair for more information. The ensembles below are generally offered every semester.

Most ensembles require students purchase concert dress. Please see the Department Chair for more information.

*400-Level ensemble subsections for Chamber Orchestra, Wind Ensemble, and College Choir are open to Music and Music Education majors for their primary performing medium. All other students must enroll in the corresponding 300-level section.*

### **250 Musical Theatre Production: Pit Ensemble (1 credit)**

Offered as a chamber ensemble component for those students not enrolled in MUSI 105/THEA 105. Students prepare materials; participate in rehearsals and performances of the J-Term Musical Theatre Production. (EL)

**313/413 Chamber Orchestra (1 credit)** String ensemble that plays music from the Baroque through modern eras Preparation and performance of orchestral repertoire.

(Major performance ensemble). (EL)

*NOTE: MUPF 413 enrollment limited to Music and Music Education string majors.*

**314 Jazz Ensemble (1 credit)** An exploration of contemporary as well as historically important big band literature. (EL)

**315 Jazz Combo (1 credit)** Explores the repertoire of the jazz masters - Miles Davis, Charles Mingus, Thelonious Monk, John Coltrane, Horace Silver and others-as well as developing the improvisational skills. (EL)

**316 Brass Ensemble (1 credit)** This chamber ensemble plays music for mixed brass quintet ranging from the Renaissance to now, with a focus on shared leadership, ensemble listening, and brass techniques. Performances include college ceremonies and events as well as formal concerts. (EL)

**317 Flute Choir (1 credit)** An exploration of the flute in a chamber music setting. Goals differ from the level of playing and interest in professional commitment of each one of the players. Students explore different repertoire and will gain experience on flutes of all sizes: piccolo, C flute, alto, and bass flute. (EL)

**318 Opera and Musical Theatre Scenes (1 credit)** A course dealing with the elements of performance in opera and musical theatre. Students will learn stage craft, how to give and receive stage instruction, and how to collaborate effectively in a professional setting. The course combines classroom experiences with performance opportunities at every level with workshop projects emphasizing process over product. (EL)

**319 Percussion Ensemble (1 credit)** An ensemble that provides students, through rehearsal and performance activities, a chamber ensemble experience comprised of a wide range of repertoire and performance mediums. Development of chamber ensemble skills

is at the core of the course objectives, in addition to gaining knowledge of selected percussion ensemble repertoire. (EL)

**320 Chamber Choir (1 credit)** The Chamber Choir is open to experienced singers by audition. Depending on the number of qualified voices in any given semester, the Chamber Choir may be a treble or mixed voice ensemble. Vocalists accepted into the chamber choir are expected to participate in the College Choir concurrently (with rare exception). Like the College Choir, the chamber choir sings repertoire from diverse historical periods and styles. Due to the smaller size of the ensemble (8-16 members) singers work on more intimate repertoire, occasionally performing without a conductor. (EL)

**330/430 College Wind Ensemble (1 credit)** Explores the preparation and performance of standard and more contemporary band literature while building musicianship and ensemble skills in rehearsal. In addition to regular concerts, the Wind Ensemble performs at True Blue Weekend (as the Pep Band) and Commencement, and hosts the Hartwick Honor Band. (Major performance ensemble) (EL)

*NOTE: MUPF 430 enrollment limited to Music and Music Education brass, woodwind, and percussion majors.*

**332/432 College Choir (1 credit)** The College Choir is open to all students, regardless of major and sings repertoire from diverse time periods and styles, including both secular and sacred works from a variety of traditions. While some previous choral experience is helpful, it is not required. (Major performance ensemble) (EL)

*NOTE: MUPF 432 enrollment limited to Music and Music Education vocal majors.*

**366 Rock Ensemble (1 credit)** Rock Ensemble is an auditioned student ensemble that explores the fundamentals of rock n roll styles through rehearsal and performance. (EL)

**Music Major Requirements:**

<b>Ten courses in theory, aural skills &amp; history</b>	<b>One course from below (vocalists)</b>	<b>One course from below (instrumentalists)</b>	<b>Performance-based requirements (6 semesters)*</b>	<b>Two semesters of chamber ensembles*</b>		<b>Private lessons in keyboard for non-keyboard majors (2 credits; minimum 2 semesters)</b>		
MUSI 140 Music Theory I	MUSI 320 Conducting: Choral	MUSI 320 Conducting: Instrumental	MUPF 402-407 Advanced Private Lessons	MUPF 314 Jazz Ensemble	MUPF 202 Private Lessons: Keyboard <b>AND/OR</b> MUPF 302 Private Lessons: Keyboard			
MUSI 142 Music Theory II	MUSI 324 Foreign Language Diction for Singing	MUSI 440 Orchestration and Arranging		MUPF 315 Jazz Combo				
MUSI 240 Music Theory III				MUPF 316 Brass Ensemble				
MUSI 242 Music Theory IV				MUPF 317 Flute Choir				
MUSI 141 Aural Theory I				MUPF 318 Opera and Musical Theatre Scenes				
MUSI 143 Aural Theory II				MUPF 319 Percussion Ensemble MUPF 320 Chamber Choir				
MUSI 241 Aural Theory III				MUPF 366 Rock Ensemble				
MUSI 243 Aural Theory IV							<b>Required Major Ensembles for instrumental majors* (6 semesters)</b>	<b>Required Major Ensembles for vocal majors* (6 semesters)</b>
MUSI 366 Music History I				MUPF 430 College Wind Ensemble			MUPF 432 College Choir	
MUSI 367 Music History II				<b>OR</b> MUPF 413 Chamber Orchestra				

\*No student may double-up on lessons and/or ensembles to graduate early

Music majors are expected to practice a *minimum* of 15 hours per week.

**Students must also complete the following:**

<b>One capstone experience</b>	<b>End-of-semester performances in primary performance medium</b>	<b>Other graduation requirements</b>
MUSI 490 Senior Thesis	Convocation (Fall)  Departmental Jury (Spring)	Attendance at weekly Friday Convocations  Attendance at a minimum of 10 concerts each semester. At least 4 must be professional concerts or recitals

**Music Education Major Requirements**

<b>Ten courses in theory, aural skills &amp; history</b>	<b>Two courses in conducting</b>	<b>One course in world music</b>	<b>Eleven courses in music education<sup>†</sup></b>	<b>Five courses in instrumental and vocal methods</b>	<b>Performance-based requirements ( 7 semesters)*</b>
MUSI 140 Music Theory I	MUSI 320 Conducting: Choral	MUSI 280 Music of the World's Cultures	MUED 100 Introduction to Music Education  MUED 101 Music Education Lab	MUED 225 Brass Methods	MUPF 402-407 Advanced Private Lessons
MUSI 142 Music Theory II	MUSI 320 Conducting: Instrumental	<b>One course in education</b>  EDUC 202 Introduction to Special Education	MUED 300 Literacy Workshop  MUED 301 Contemporary Trends in Music Education: Elementary Level	MUED 226 Woodwind Methods	<b>Two semesters of chamber ensembles</b>  MUPF 314 Jazz Ensemble  MUPF 315 Jazz Combo
MUSI 240 Music Theory III			MUED 302 Contemporary Trends in Music Education: Secondary Level	MUED 227 Percussion Methods	MUPF 316 Brass Ensemble  MUPF 317 Flute Choir
MUSI 242 Music Theory IV			MUED 221 Keyboard Techniques I	MUED 228 String Methods	MUPF 318 Opera and Musical Theater Scenes
MUSI 141 Aural Theory I					MUPF 319 Percussion Ensemble
MUSI 143 Aural Theory II			MUED 222 Keyboard Techniques II	MUED 229 Vocal Methods	MUPF 320 Chamber Choir
MUSI 241 Aural Theory III				Note: Students are required to register for related ½ hour lessons while enrolled in MUED 225, MUED 226, MUED 227, and MUED 228 and MUED 229.	MUPF 366 Rock Ensemble
MUSI 243 Aural Theory IV			MUED 223 Keyboard Techniques III		MUSI 250 Vernacular Music ( <i>required</i> )
MUSI 366 Music History I			MUED 224 Keyboard Techniques IV		
MUSI 367 Music					<b>Major Ensembles* (7 semesters)</b>

History II			MUED 450/451/452 Supervised Student Teaching (2 courses)	<b>Instrumental majors</b>	<b>Vocal majors</b>
				MUPF 430 College Wind Ensemble <b>OR</b> MUPF 413 Chamber Orchestra	MUPF 432 College Choir

*\*No student may double-up on lessons and/or ensembles to graduate early. The BS in Music Education is traditionally an eight-semester program*

†Music Education majors cannot fulfill keyboard method requirements via private lessons in keyboard except with Departmental approval.

The Music Education keyboard proficiency must be attained by the end of the sophomore year. The proficiency exam is administered during finals week of spring semester by the keyboard methods professor and at least one full-time faculty member. An audio recording of the exam is sent to all faculty and once the results are compiled, the Chair notifies the student in writing of their results.

Students who do not meet the proficiency standards may sit one more time for the proficiency exam on or around October 15 of the following fall semester. If the student is unsuccessful for a second time, they will not be recommended for student teaching and thus will not be allowed to continue in the Music Education degree program.

**Students must also complete following:**

<b>One capstone experience</b>	<b>End-of-semester performances in primary performance medium**</b>	<b>Other graduation requirements**</b>
MUSI 490 Senior Thesis	Convocation (Fall)  Departmental Jury (Spring)	Attendance at weekly Friday Convocations  Attendance at a minimum of 10 concerts each semester. At least 4 must be professional concerts or recitals

*\*\*Music Education students are exempt from these requirements during their semester of student teaching but are highly encouraged to take private lessons in preparation for their spring senior recital*

**Additional requirements**

- 100 hours of documented field practice and observation
- Departmental assessment of readiness for student teaching (generally spring of junior year)
- Successful completion of the following NYSED workshops: School Violence, Child Abuse and Neglect, DASA (Dignity for All Students)
- Grade of C or higher in content and pedagogical core; overall GPA of 3.0 or higher
- New York State fingerprinting

**Requirements for initial certification through NYSED**

Successful completion of New York State Certification Exams: (Educating All Students – EAS, Content Specialty Test – CST (music), edTPA K-12 - Performing Arts)

**Music Education majors are expected to practice a minimum of 15 hours per week.**

**NOTE:** All students have the opportunity to receive credit through examination for MUSI 140 Music Theory I, MUSI 142 Music Theory II, MUSI 141 Aural Theory I, and MUSI 143 Aural Theory II.

The following cannot be fulfilled by examination: MUSI 242 Music Theory IV or MUSI 243 Aural Theory IV

**Music Minor Requirements:**

A minimum of 23 credits

<b>Two courses in Music Theory (6 credits)</b>	<b>Two courses in Aural Theory (4 credits)</b>	<b>Two courses in Musicology or Ethnomusicology (6 credits)</b>	<b>Three semesters of hour-long private lessons (3 credits)*</b>	<b>Four semesters of major ensemble (4 credits)*</b>
Two of the following: MUSI 140, 142, 240, 242	Two of the following: MUSI 141, 143, 241, 243	<i>See Department Chair to determine appropriate courses</i>	MUPF 302-307	MUPF 330 College Wind Ensemble  MUPF 313 Chamber Orchestra  MUPF 332 College Choir

\*A music minor may not double-up on lessons and/or ensembles in a semester(s) to fulfill the performance requirement.

**Concentration in Musical Theatre:**

For the BA degree in Music (16 credits minimum)

<b>One History Course</b>	<b>Four techniques courses</b>	<b>Three credits in production &amp; workshop Courses</b>	<b>Suggested electives</b>
MUSI 175 Evolution and Mechanics of Broadway	MUED 229 Vocal Methods  MUPF 303 Private Lessons- Voice*	MUSI/THEA 105 Musical Theatre Production  MUPF 318 Opera/Musical Theatre Scenes Workshop  Other credit- bearing experience pre-approved by the department	MUPF 250 Musical Theatre Pit Ensemble  MUPF 202/302 Private Lessons in Keyboard  MUSI 112 Introduction to Piano  THEA 100 Theater Practicum  THEA 111 Modern Dance  THEA 120 Introduction to Theater Arts  THEA 231 Fundamentals of Theatrical Design

		THEA 240 Advanced Acting
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*\*NOTE: minimum of two semesters required*

## **Modern Languages**

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**Department Chair:** Mark Wolff

**Faculty:** Mark Wolff

**Major**

N/A

**Minor**

N/A

**About**

At Hartwick, “liberal arts in practice” means active engagement in thinking, learning, and doing in an increasingly interdependent

world. Learning a new language opens doors to the ideas and insights of other peoples and broadens students’ perspective on their own culture. Hartwick students who study languages gain practical communication skills, an appreciation of cultural diversity, and an ability to think creatively across boundaries. The study of languages in conjunction with other disciplines forms the foundation of Hartwick’s new Global Studies program. Global Studies is offered as a major or a minor and enables students to develop skills to pursue international opportunities and find solutions to global challenges.

## Music

*PERFORM, CREATE, THINK, IMPART, TEACH*

**Faculty:** Diane Paige (chair); Steven Nanni, Andrew Pease; Meghan Sheehy *Resident Artists & Part-Time Faculty*: Ben Aldridge; Ruth Berry; Paul Blake; Karlinda Caldicott; Fideliz Campbell; Carol Castel, John Colonna; Cynthia Donaldson; Graeme Francis; Ana-Laura González; Daniel Hane; Stephanie Hollander; Timothy Horne; Evan Jagels Stephen Markuson; Gregg Norris; Spencer Phillips; Robin Seletsky; Uli Speth; Charles Vatalaro

### Major(s)

Music

Music Education

### Minor(s)

Music

### Concentration(s)

Musical Theatre with a degree in Music or Theatre

### About

The Department of Music develops the musical abilities of students in many ways, including the areas of performance, scholarship, creativity, communication, and where appropriate, teaching ability. We create an atmosphere that is founded on close faculty-student interaction and collaboration and one that aids in the development of self-motivated learners who have the ability to apply and transfer concepts and knowledge.

In our classrooms, rehearsals, and throughout the department we seek to develop:

- Musicians of a high level of performing abilities with a solid command of their performance area and of the rudiments of music.
- Intellectuals who think deeply about the music from a range of cultural and geographical regions and throughout historical time in a variety of ways.
- Creative individuals who can demonstrate content mastery through creative applications and embody the ideals of the liberal arts in practice.
- Communicators who can impart beliefs and knowledge about music to others with clarity and ease.
- Teaching abilities through a study of music education methodology and its application to real-world classroom settings through practicum experiences for those who pursue the BS in Music Education.

### Bachelor of Arts (BA)

This degree, a liberal arts major in music, prepares students for graduate work in music as well as affiliated careers in music. With the help of your academic advisor, you can further develop specific areas of interest, such as performance, music technology, and arts administration.

### Bachelor of Science (BS)

The major in music education is an intensive pre-professional program preparing students for certification in vocal, general, and instrumental music, pre-K-12. Student teaching practica take place in the senior year.

*Note: Because of the significant overlap in requirements for the music education and music majors, no student may be credited with both majors.*

### Musical Theatre Concentration

Hartwick offers students majoring in music the opportunity to concentrate a portion of their studies in the area of music theatre. The distinguished living tradition of American musical theatre is explored through an array of courses and productions that cover the performance, technical and historical dimensions of the art. Students work with Hartwick faculty and area professionals to develop the talent and skills necessary to produce successful musical. Course requirements in both music and theatre arts insure a solid grounding in the two disciplines.

The Department of Music is an accredited member of the National Association of Schools of Music (NASM) and is a member of the national music honor society, Pi Kappa Lambda.

Student organizations include: NAFME, (National Association for Music Education) for music educators, and two music fraternities, Sigma Alpha Iota, for women and Phi Mu Alpha, for men.

*All music and music education majors must successfully audition for entry into the major.*

### Music Courses (MUSI)

**105 Music Theatre/Opera Production (4 credits)** Study, rehearsal, and performance of a musical theatre piece. Students will be cast in a singing role or assigned a production responsibility and will be coached and directed by the staff and faculty. An emphasis will be placed on the development of skills in singing, acting, dancing, and in the design, lighting, and running of a production. The literary, thematic, and historical aspects of the chosen show will be examined as well. Typically offered during January-term. (EL)

**110 Fundamentals of Guitar (3 credits)** A course for the beginning student including those without any previous musical experience. Designed to provide basic skills in guitar technique and the development of music fundamentals by exploring a diverse repertory that includes classical (course emphasis), folk, country, and popular styles. Offered fall and spring semesters. (EL)

**112 Introduction to Basic Piano (3 credits)** Designed to teach the concepts and fundamentals of piano playing for those with limited or no piano experience. Students explore a variety of musical repertoire, learn musical terminology, keyboard navigation and develop finger dexterity. Areas of emphasis include the study of musical notation and symbols, rhythm, note reading, scales, key signatures, intervals, triads as well as work in listening analysis as a means to improve music reading skills. Offered yearly. (EL)

**140 Music Theory I (3 credits)** An investigation of the basic elements of Western tonal music: major and minor scales, simple and compound rhythms and time signatures, intervals, diatonic triads and seventh chords, principles of harmonic relationships, fundamentals of part-writing and analysis. Students will also be introduced to the use of various music technologies. This will serve: (1) as a means to complement and enhance student learning about music theory, and (2) as an introduction to the extraordinarily wide range of technological applications to composition, improvisation, and music education in general. This is the first of a foundational block of courses designed to provide students a sufficient knowledge base in theory and aural skills. Offered every fall semester. (EL)

*Prerequisite: Ability to read music*

**MUSI 141 Aural Theory I (2 credits)**

An exploration of the concepts and materials covered in MUSI 140: Music Theory I, namely, the musical language of the Baroque and Classical Eras. Students will examine musical tools composers had at hand and how those tools informed compositional decisions. Musical materials will be considered within a historical and theoretical context and works by canonic composers such as J.S. Bach and W. A. Mozart will serve as exemplars. Written and aural work will be a means to understand this body of music. Open to students of all majors. Enrolled students must be able to read music. Offered every fall semester. (EL)

**142 Music Theory II (3 credits)** A continuation of work completed in Music Theory I. It includes more advanced part writing and analysis, harmonization of melodies, chord inversions, diatonic seventh chords, non-chord tones, phrase structure, small-scale formal structures, and individual and group projects that focus on various analytical, arranging, and compositional activities. Instruction will be integrated with music technologies. This will serve: (1) as a means to complement and enhance student learning about music theory, and (2) as an introduction to the extraordinarily wide range of technological applications to composition, improvisation, and music education in general. This is the continuation of a foundational block of courses designed to provide students a sufficient knowledge base in theory and aural skills. Offered every spring semester. (EL)

*Prerequisite: C or better in MUSI 140*

**MUSI 143 Aural Theory II (2 credits)**

An exploration of the concepts and materials covered in MUSI 142: Music Theory II, namely, the musical language of the Baroque, Classical Eras, and early 19<sup>th</sup> century. Students will examine how composers continued to build upon the foundational language of Western practices through the introduction of harmonic, rhythmic, and melodic innovations. Materials will be considered within a historical and theoretical context and works by canonical composers such as W.A. Mozart, J. Haydn, and their contemporaries will inform course content. Written and aural work will be a means to understand the music of these historical periods. Open to students of all majors. Enrolled students must be able to read music. Offered every spring semester. (EL)

**144 Music Theory Recitation (1 credit)** An opportunity for students to receive additional faculty support for theory and aural skills courses. The course is designed to flexibly fit the needs of each individual student, and may consist of both individual and group meetings with the professor.

*Co-requisite: MUSI 140 AND/OR MUSI 141*

**150 Topics in Music (3 credits)** Offered periodically on special aspects of music.

**160 Music of World Wars I and II (3 credits)** An exploration of the role that music played in World Wars I and II. Topics covered include: music for and by soldiers, music as propaganda, music in reaction to wartime events, music on the home front and the civilian experience, music made for and by victims of war time atrocities, and the music of remembrance. Experience with music helpful but not necessary. Offered every fall semester. (FYS)

**170 Country Music (3 credits)** A survey of the history, fundamental ingredients, and structure comprising the American musical genre nicknamed “country.” The course will discuss the influence on American country music by its ancestral styles--incorporating folk music of Britain and Ireland, 18th century rural American folk and religious / secular music, vaudeville, 1930-1940 swing band, popular vocal and instrumental styles of the 1950s--in its formation into an expressive and recognized entertainment vehicle. In addition, the course will emphasize the contributions of diverse ethnic cultures and societies (American and European) in formation of the music, structure, and emotional dimensions of this genre. Offered every year.

**172 Progressive Rock (3 credits)** An exploration of the popular musical genre originating in Britain from approximately 1967-1979, conceptualized in the music of the Beatles and culminating in complex, classically based compositions utilizing traditional orchestral instruments and electronic instrumentation associated with popular musical idioms of the period. Other ingredients of the will highlight electronic innovations in instruments and recording techniques, including the use of synthesizers and sound-producing computer-generated synthesized sounds. The influence of youth culture of the mid-20th century, the contributions of the Beat Generation poets and writers, jazz musicians, mirrored in Hippie culture and thought of the 1960s will be explored as well. Generally offered every two years.

**174 History of Radio (3 credits)** Serves as an introduction to the history of radio and its powerful presence as a provider of news, information, and entertainment. Topics include: history of radio broadcasting from its inception in the early part of the 1920s; important individuals involved in radio technology who became the foundation of early broadcasting; the inter-relative facets of radio, its personalities, and effects on entertainment and information with respect to historical happenings and the constantly changing tastes of the listening public; the continued importance of radio in our lives; and radio’s historic role as a mirror of social change and development. Offered every year.

**175 Evolution and Mechanics of Broadway (3 credits)**

Explores the development of American musical theatre from 1840-present, its musical and theatrical elements and those individuals and influences which constitute its characteristics. Contribution of immigrants, ethnic cultures of the late 19th and early 20th centuries, the songs, stories, and stage productions created to express new and ever-changing lifestyles will be explored. Offered every other year.

**176 Rock Music History (3 credits)** This course discusses the historical influences relating to the creation of the popular musical genre termed “rock and roll” and will center on the social and political conditions in the decades of the 1940s through the 1960s surrounding and contributing to the development of this specific musical style, its usefulness as a social statement, and possible reasons for its negative and / or positive reception. Offered every other year.

**178 History of Jazz (3 credits)** An introduction to the principle trends, sounds, and stylistic developments in jazz from ragtime (ca. 1900) to the present. Major performers, arrangers, and innovators are studied throughout the semester with the emphasis on sound rather than theoretical principles. Offered every spring semester.

**240 Music Theory III (3 credits)** A continuation of work completed in the first year of Music Theory. The content of the class includes chromaticism, more advanced elements in part writing, form analysis, melodic harmonization, large-scale formal structures, secondary functions, augmented sixths chords, modulation, and projects that focus on expanded analytical, compositional and arranging activities. Instruction will be integrated with music technologies. This will serve: (1) as a means to complement and enhance student learning about hands on music theory, and (2) as an opportunity to express analytical ideas in academic form. This is the continuation of a foundational block of courses designed to provide students a sufficient knowledge base in theory and aural skills. Offered every fall semester. (EL)

*Prerequisite: C or better in MUSI 142*

**MUSI 241 Aural Theory III (2 credits)**

An exploration of the concepts and materials found MUSI 240: Music Theory III, that is, the music of the so-called Common Practice period. Works will be studied with particular emphasis on innovations introduced into the musical language of functional tonality. Additionally, the heritage of choral music, use of modal scales, and their enrichment of this era’s music will be explored. Works by canonical composers such as F. Schubert and L. van Beethoven will be considered within a historical and theoretical context. Written and aural work will be a means to understand the language of functional tonality and its extensions. Open to students of all majors. Enrolled students must be able to read music. Offered every fall semester. (EL)

**242 Music Theory IV (3 credits)** This course primarily concentrates on the music of the 20th century. It begins with an introduction to late 19th century harmonic practices, and then turns its full attention to the rich and broad array of analytical

and compositional features found in 20th century music. Analytical and compositional projects, undertaken in individual and small student groups, are structured toward various 20th century music practices. Instruction will be integrated with music technologies. This will serve: (1) as a means to complement and enhance student learning about music theory, and (2) as an introduction to the extraordinarily wide range of technological applications to composition, improvisation, and music education in general. This is the continuation of a foundational block of courses designed to provide students a sufficient knowledge base in theory and aural skills. Offered every spring semester. (EL)

*Prerequisite: C or better in MUSI 240*

**MUSI 243 Aural Theory IV (2 credits)**

An exploration of the concepts and materials found in MUSI 242: Music Theory IV, namely the music of the 19<sup>th</sup> and 20<sup>th</sup> century. Works will be studied with particular emphasis on innovations in musical language and the multiplicity of styles resulting from those innovations. Concepts from the 20<sup>th</sup> century including mixed meter, quartal harmony, and extended harmonies will serve as an introduction to late-romantic and modern music and its varying musical languages and approaches. Representative composers include J. Brahms, R. Wagner, A. Schoenberg, and I. Stravinsky and theirs and others’ works will be considered within a historical and theoretical context. Written and aural work will be a means to understand the many ways in which composers from these periods deviated from and/or rejected functional tonality. Open to students of all majors. Enrolled students must be able to read music. Offered every spring semester. (EL)

**250 Topics in Music (3 credits)** Offered periodically in special aspects of music. Generally, for majors and non- majors.

**280 Music of the World’s Cultures (3 credits)** Study of music outside of the Western art tradition as both cultural and artistic phenomena. Principles of ethnomusicology will be employed within an interdisciplinary framework. Music cultures explored will include those from Africa, North and South America, the Middle East, Indonesia, and the Far East. Music Education majors will develop teaching projects and sample lessons as part of coursework. Offered every spring semester. (EL, WL3)

**295 Sophomore Internship in Music (3 credits)** An internship in a music-related field.

**320 Conducting: Choral (3 credits)** This class will serve as an introduction to five primary pillars of conducting: mental and physical grounding, advanced musicianship, score study, rehearsal technique, and gestural communication. Students will also develop fundamental skills in leadership, conducting philosophy, applications of pedagogical knowledge, error detection, instructional planning and effective teaching, promoting development of positive social interaction skills, and school organization and classroom management. This course will focus on techniques and literature relevant to choral music. Offered every other spring semester. (EL)

**322 Conducting: Instrumental (3 credits)** This is a course intended to develop fundamental skills in baton technique, score analysis, leadership, rehearsal technique, music interpretation, conducting philosophy, applications of pedagogical knowledge, error detection, instructional planning and effective teaching, promoting development of positive social interaction skills, and school organization and classroom management. This course will focus on techniques and literature relevant to instrumental music. Offered every other fall semester. *(EL)*

**324 Foreign Language Diction (3 credits)** Covers English, Italian, French, German, and Latin diction and song literature. The International Phonetic Alphabet are covered as is its application to vocal literature. Students wishing to enroll must be able to read music. Offered every other fall semester. *(EL)*

**350 Topics in Music (3 credits)** Offered periodically in special aspects of music. Generally, for majors.

**366 Music History I: Medieval-Baroque (3 credits)** An examination of the music of the Western classical tradition from ca. 600-1750. In addition to the study of musical styles, genres, and representative composers, students will gain hands-on experience in working with early notation, the area of manuscript stemmatics and filiation, composition projects, the close study of primary sources (both textual and musical), the field of performance practice, and the intersection of race, class, and gender in the musics of each era. Offered every fall semester.  
*Prerequisite: declared Music and Music Education majors or instructor permission.*

**367 Music History II: Classical-Modern (3 credits)** An examination of the music of the Western classical tradition from ca. 1750-1970. In addition to the study of musical styles, genres, and representative composers, students will gain hands-on experience in working with early notation, composition projects, the close study of primary sources (both textual and musical), the field of performance practice, reception history, and the intersection of race, class, and gender in the musics of these eras. Offered every spring semester. *(WL3)*  
*Prerequisite: declared Music and Music Education majors or instructor permission.*

**395 Junior Internship in Music (3 credits)** An internship in a music-related field.

**440 Orchestration and Arranging (3 credits)** This course looks at each instrument family in depth, covering ranges and registers, technical considerations, and special techniques for common string, woodwind, brass, percussion, and keyboard instruments. Students create arrangements for each family and larger mixed ensembles, including band and orchestra. Offered every other spring. *(EL)*  
*Prerequisite: MUSI 242*

**450 Topics in Music (3 credits)** Offered periodically in special aspects of music. Generally, for majors.

**490 Senior Thesis (3 credits)** Entails a public recital on the student's primary instrument/voice with accompanying program notes as well a large-scale project. The research project can take on a variety of forms. These might include: issues in performance practice, case studies, analysis, composition, musicology, multimedia, lecture/demonstration, or community-based projects. Students must propose a thesis topic and have it approved by faculty by the end of the preceding fall term, before beginning work. The research project will culminate in some form of documentation of the research undertaken, (written paper, recording, notated score) as well as a public presentation of the project for faculty, students, and campus community. *(EL)*

**495 Senior Internship in Music (3 credits)** An internship in a music-related field.

## **Music Education Courses (MUED)**

### **MUED 100 Introduction to Music Education (3 credits)**

This introductory course to music education will address the historical, social, philosophical, and legal foundations of music education. An overview and exploration of methods and approaches to assessment, the development of curriculum, teaching and learning in early childhood, elementary and secondary general music, choral, string, and instrumental music settings will be included. The topics of diversity and diverse learning populations, lifelong learning, literacy and music, alternative contexts for the teaching and learning of music, world music, and the characteristics of learners with disabilities in music, and integrating music technology into the curriculum will be introduced. Students will begin to develop a personal philosophy of music education. Enrolled students must be able to read music. Offered every fall semester. *(EL)* *Prerequisite: declared Music or Music Education or instructor permission* *Co-requisite for Music Education majors: MUED 101*

### **MUED 101 Music Education Lab (1 credit)**

This introductory co-requisite lab for Introduction to Music Education will facilitate observations of methods and approaches to development of curriculum, assessment, and teaching and learning among diverse classroom populations such as early childhood, elementary and secondary general music, choral, string, and instrumental music settings. The topics of diversity and diverse learning populations, lifelong learning, literacy and music, alternative contexts for the teaching and learning of music, world music, teaching exceptional learners in music, assessment and philosophies thereof, integrating music technology into the curriculum, and the social, historical, and philosophical foundations of the discipline will be introduced. Students will reflect on their personal philosophy of music education engage in discussions considering how these field experiences are effecting change in that philosophy. Offered every fall semester. *Pre-requisite: Enrolled students must be Music Education majors. Co-requisite for Music Education majors: MUED 100*

**221 Keyboard Techniques I (2 credits)** is the first in the required sequence of four courses in piano for music education majors. Work will focus on harmonization, transposition, improvisation, part reading from choral works, sight-reading,

accompanying, scales, arpeggios, technical exercises, and incorporate the use of technology with assignments on Finale. Materials are sequenced to accommodate different backgrounds, but basic keyboard reading skills are required. The course is a four-semester sequence that progresses developmentally through all skill areas. Offered every fall semester. *(EL)*

*Prerequisite: declared Music Education major*

**222 Keyboard Techniques II (2 credits)** is the second course in the required four semester sequence in piano study for music education majors. Work will focus on harmonization, transposition, improvisation, part reading from choral works, sight-reading, accompanying, scales, arpeggios, technical exercises, and incorporate the use of technology with assignments on Finale. Materials are sequenced to accommodate different backgrounds, but basic keyboard reading skills are required. The course is a four-semester sequence that progresses developmentally through all skill areas. Offered every spring semester. *(EL)*

*Prerequisite: declared Music Education major AND MUED 221*

**223 Keyboard Techniques III (2 credits)** is the third in the required sequence of four courses in piano for music education majors. Work will focus on harmonization, transposition, improvisation, part reading from choral works, sight reading, accompanying, scales, arpeggios, technical exercises, and incorporate the use of technology with assignments on Finale. Materials are sequenced to accommodate different backgrounds, but basic keyboard reading skills is required. The course is a four-semester sequence that progresses developmentally through all skill areas. Offered every fall semester. *(EL)*

*Prerequisite: declared Music Education major AND MUED 222*

**224 Keyboard Techniques IV (2 credits)** is the fourth, and final course in the required sequence in piano study for music education majors. Work will focus on harmonization, transposition, improvisation, part reading from choral works, sight-reading, accompanying, scales, arpeggios, technical exercises, and incorporate the use of technology with assignments on Finale. Offered every spring semester. *(EL)*

*Prerequisite: declared Music Education major AND MUED 223*

**225 Brass Methods (2 credits)** This course will explore a variety of topics related to brass methods including but not limited to the care and maintenance of brass instruments (including assembly where relevant), proper playing techniques and hand position, special musical notation related to this family of instruments, prominent repertoire and method books, instructional planning, school organization, and effective teaching strategies. Students will also have the opportunity to learn secondary instruments during this course. Offered alternate years. *(EL)*

*Prerequisite: declared Music Education major*

**226 Woodwind Methods (2 credits)** This course will explore a variety of topics related to woodwind methods including but not limited to the care and maintenance of woodwind instruments (including assembly where relevant), proper playing techniques and hand position, special musical notation related to this family

of instruments, prominent repertoire and method books, instructional planning, school organization, and effective teaching strategies. Students will also have the opportunity to learn secondary instruments during this course. Offered alternate years. *(EL)*

*Prerequisite: declared Music Education major*

**227 Percussion Methods (2 credits)** This course will explore a variety of topics related to percussion methods including but not limited to the care and maintenance of percussion instruments (including assembly where relevant), proper playing techniques and hand position, special musical notation related to this family of instruments, prominent repertoire and method books, instructional planning, school organization, and effective teaching strategies. Students will also have the opportunity to learn secondary instruments during this course. Offered alternate years. *(EL)*

*Prerequisite: declared Music Education major*

**228 String Methods (2 credits)** This course will explore a variety of topics related to string methods including but not limited to the care and maintenance of string instruments (including assembly where relevant), proper playing techniques and hand position, special musical notation related to this family of instruments, prominent repertoire and method books, instructional planning, school organization, and effective teaching strategies. Students will also have the opportunity to learn secondary instruments during this course. Offered alternate years. *(EL)*

*Prerequisite: declared Music Education major*

**229 Vocal Methods (2 credits)** Vocal Methods is a pedagogical methods course designed to familiarize the student with the principals of vocal production and technique, anatomy, vocal hygiene, instruction, and performance. This course will examine an array of performance theorists and artists in order to think about how art functions in relation to life and society. Students will also study vocal terminology and pedagogical semantics and their application, instructional planning and effective teaching strategies, school organization, understanding the importance of the relationship between the vocal line and the accompaniment, meaningful communication, and exploring the relationship between theatre and performance art. Students will connect with each other and the material through readings, discussions, performance, and critique. Offered every spring semester. *(EL)*

*Prerequisite: declared Music Education major*

**MUED 300 Music Education Literacy Workshop (0 credits)** will facilitate further understanding of the process of literacy and first-language acquisition, including tools for developing the listening, speaking, reading, and writing skills of all students, in consideration of the relationship between Literacy and music literacy. Issues related to education and teaching that will be covered in this class include exploring and understanding the various definitions of literacy, and how literacy is acquired and developed. In addition to theoretical perspectives, we will reflect on and discuss how each of us can draw on our students' multiple literacies to enhance their learning experiences in all subject areas and grade levels. *Co-requisite: MUED 301.*

**301 Contemporary Trends in Music Education: Elementary Level (4 credits)** This course focuses on developing differentiated instructional planning and teaching strategies for the elementary/general music classroom (grades K-5/6), including the use of technology, lesson planning, teaching and learning among diverse classroom populations, formal and informal assessment methods and reflection thereof, understanding the characteristics of learners with disabilities, childhood development, curriculum development and instructional planning, classroom management skills, music literacy, and first language acquisition and skills for developing the listening, speaking, reading, and writing skills of all students. Several projects involving music technology and its current applications to music education. In addition, this course provides a historical and philosophical background for teaching music to students in K-5/6. Students will also develop an awareness of ways to create a safe, healthy, and nurturing classroom environment, develop empathy and coping strategies for students of disadvantaged backgrounds, grow in their ability to self-reflect and assess their own teaching, and develop their local professional relationships through participation in field experiences within the community that provide interactions with community leaders and residents as a required component of this course. Offered every spring semester. (EL)

*Prerequisite: MUED 100 Co-requisite: MUED 300.*

**302 Contemporary Trends in Music Education: Secondary Level (4 credits)** The course focuses on developing differentiated instructional planning and teaching strategies for the secondary music classroom in general music, choral, and instrumental specialties. Skills developed in this course include lesson/rehearsal planning, use of technology, teaching and learning among diverse classroom populations, formal and informal assessment methods and reflection thereof, understanding characteristics of learners with disabilities, curriculum development, classroom management, music literacy, and other current related topics. In addition, this course provides a historical and philosophical background for teaching a range of music classes to secondary students. Participants will also develop an awareness of ways to create a safe, healthy, and nurturing classroom environment, grow in their ability to self-reflect and assess their own teaching, and foster professional relationships through participation in field experiences within the community that provide interactions with local leaders and residents as a required component of this course. Students will also complete assignments involving music technology and its current applications to music education, and will learn to update their knowledge and skills related to secondary music education via research, field experience, and symposium/conference attendance.

Offered every fall semester. (EL)

*Prerequisite: MUED 100; MUED 301(recommended)*

### **Music Performance Courses (MUPF)**

**MUPF 202-311 Private Lessons (1 credit)** Private lessons are available for majors and non-majors. The fee for lessons is supported in part by the College. Student fees can be found by clicking [here](#) and are directly charged to the student's account.

The 200- and 300-level lessons are suitable for non-majors, minors, and/or Music and Music Education majors who wish to pursue private lesson study in a secondary area. Please see the Department Chair for more information.

(MUPF 2xx are ½-hour per week lessons; MUPF 3xx, one-hour per week)

MUPF 202-302 Private Lessons: Keyboard  
 MUPF 203-303 Private Lessons: Voice  
 MUPF 204-304 Private Lessons: Strings  
 MUPF 205-305 Private Lessons: Woodwind  
 MUPF 206-306 Private Lessons: Brass  
 MUPF 207-307 Private Lessons: Percussion  
 MUPF 208-308 Private Lessons: Composition  
 MUPF 209-309 Private Lessons: Accompanying-Keyboard  
 MUPF 210-310 Private Lessons: Conducting

**MUPF 402-407 Advanced Private Lessons (1 credit)** A series of advanced one-hour private lessons for the Music and Music Education major's primary performing medium. At the end of the fall semester, students present a faculty-adjudicated performance and a faculty-adjudicated jury at the end of the spring semester. Students are required to practice a minimum of 15 hours each week.

MUPF 402 Advanced Private Lessons: Keyboard  
 MUPF 403 Advanced Private Lessons: Voice  
 MUPF 404 Advanced Private Lessons: Strings  
 MUPF 405 Advanced Private Lessons: Woodwind  
 MUPF 406 Advanced Private Lessons: Brass  
 MUPF 407 Advanced Private Lessons: Percussion

### **Ensembles**

All students, regardless of major, are encouraged to participate in ensembles. Please see the Department Chair for more information. The ensembles below are generally offered every semester.

Most ensembles require students purchase concert dress. Please see the Department Chair for more information.

*400-Level ensemble subsections for Chamber Orchestra, Wind Ensemble, and College Choir are open to Music and Music Education majors for their primary performing medium. All other students must enroll in the corresponding 300-level section.*

### **250 Musical Theatre Production: Pit Ensemble (1 credit)**

Offered as a chamber ensemble component for those students not enrolled in MUSI 105/THEA 105. Students prepare materials; participate in rehearsals and performances of the J-Term Musical Theatre Production. (EL)

**313/413 Chamber Orchestra (1 credit)** String ensemble that plays music from the Baroque through modern eras Preparation and performance of orchestral repertoire.

(Major performance ensemble). (EL)  
 NOTE: MUPF 413 enrollment limited to Music and Music Education string majors.

**314 Jazz Ensemble (1 credit)** An exploration of contemporary as well as historically important big band literature. (EL)

**315 Jazz Combo (1 credit)** Explores the repertoire of the jazz masters - Miles Davis, Charles Mingus, Thelonious Monk, John Coltrane, Horace Silver and others-as well as developing the improvisational skills. (EL)

**316 Brass Ensemble (1 credit)** This chamber ensemble plays music for mixed brass quintet ranging from the Renaissance to now, with a focus on shared leadership, ensemble listening, and brass techniques. Performances include college ceremonies and events as well as formal concerts. (EL)

**317 Flute Choir (1 credit)** An exploration of the flute in a chamber music setting. Goals differ from the level of playing and interest in professional commitment of each one of the players. Students explore different repertoire and will gain experience on flutes of all sizes: piccolo, C flute, alto, and bass flute. (EL)

**318 Opera and Musical Theatre Scenes (1 credit)** A course dealing with the elements of performance in opera and musical theatre. Students will learn stage craft, how to give and receive stage instruction, and how to collaborate effectively in a professional setting. The course combines classroom experiences with performance opportunities at every level with workshop projects emphasizing process over product. (EL)

**319 Percussion Ensemble (1 credit)** An ensemble that provides students, through rehearsal and performance activities, a chamber ensemble experience comprised of a wide range of repertoire and performance mediums. Development of chamber ensemble skills

is at the core of the course objectives, in addition to gaining knowledge of selected percussion ensemble repertoire. (EL)

**320 Chamber Choir (1 credit)** The Chamber Choir is open to experienced singers by audition. Depending on the number of qualified voices in any given semester, the Chamber Choir may be a treble or mixed voice ensemble. Vocalists accepted into the chamber choir are expected to participate in the College Choir concurrently (with rare exception). Like the College Choir, the chamber choir sings repertoire from diverse historical periods and styles. Due to the smaller size of the ensemble (8-16 members) singers work on more intimate repertoire, occasionally performing without a conductor. (EL)

**330/430 College Wind Ensemble (1 credit)** Explores the preparation and performance of standard and more contemporary band literature while building musicianship and ensemble skills in rehearsal. In addition to regular concerts, the Wind Ensemble performs at True Blue Weekend (as the Pep Band) and Commencement, and hosts the Hartwick Honor Band. (Major performance ensemble) (EL)

NOTE: MUPF 430 enrollment limited to Music and Music Education brass, woodwind, and percussion majors.

**332/432 College Choir (1 credit)** The College Choir is open to all students, regardless of major and sings repertoire from diverse time periods and styles, including both secular and sacred works from a variety of traditions. While some previous choral experience is helpful, it is not required. (Major performance ensemble) (EL)

NOTE: MUPF 432 enrollment limited to Music and Music Education vocal majors.

**366 Rock Ensemble (1 credit)** Rock Ensemble is an auditioned student ensemble that explores the fundamentals of rock n roll styles through rehearsal and performance. (EL)

**Music Major Requirements:**

Ten courses in theory, aural skills & history	One course from below (vocalists)	One course from below (instrumentalists)	Performance-based requirements (6 semesters)*	Two semesters of chamber ensembles*	Private lessons in keyboard for non-keyboard majors (2 credits; minimum 2 semesters)
MUSI 140 Music Theory I	MUSI 320 Conducting: Choral	MUSI 320 Conducting: Instrumental	MUPF 402-407 Advanced Private Lessons	MUPF 314 Jazz Ensemble	MUPF 202 Private Lessons: Keyboard <b>AND/OR</b> MUPF 302 Private Lessons: Keyboard
MUSI 142 Music Theory II	MUSI 324 Foreign Language Diction for Singing	MUSI 440 Orchestration and Arranging		MUPF 315 Jazz Combo	
MUSI 240 Music Theory				MUPF 316 Brass Ensemble	

III				
MUSI 242 Music Theory IV				MUPF 317 Flute Choir
MUSI 141 Aural Theory I				MUPF 318 Opera and Musical Theatre Scenes
MUSI 143 Aural Theory II				MUPF 319 Percussion Ensemble MUPF 320 Chamber Choir
MUSI 241 Aural Theory III				MUPF 366 Rock Ensemble
MUSI 243 Aural Theory IV				<b>Required Major Ensembles for instrumental majors* (6 semesters)</b>
MUSI 366 Music History I				<b>Required Major Ensembles for vocal majors* (6 semesters)</b>
MUSI 367 Music History II				MUPF 430 College Wind Ensemble <b>OR</b> MUPF 413 Chamber Orchestra
				MUPF 432 College Choir

\*No student may double-up on lessons and/or ensembles to graduate early

Music majors are expected to practice a *minimum* of 15 hours per week.

**Students must also complete the following:**

One capstone experience	End-of-semester performances in primary performance medium	Other graduation requirements
MUSI 490 Senior Thesis	Convocation (Fall)  Departmental Jury (Spring)	Attendance at weekly Friday Convocations  Attendance at a minimum of 10 concerts each semester. At least 4 must be professional concerts or recitals

**Music Education Major Requirements**

Ten courses in theory, aural skills & history	Two courses in conducting	One course in world music	Eleven courses in music education <sup>†</sup>	Five courses in instrumental and vocal methods	Performance-based requirements ( 7 semesters)*
MUSI 140 Music Theory I	MUSI 320 Conducting: Choral	MUSI 280 Music of the World's Cultures	MUED 100 Introduction to Music Education  MUED 101 Music Education Lab	MUED 225 Brass Methods	MUPF 402-407 Advanced Private Lessons
MUSI 142 Music Theory II	MUSI 320 Conducting: Instrumental	<b>One course in education</b>  EDUC 202	MUED 300 Literacy Workshop  MUED 301	MUED 226 Woodwind Methods	<b>Two semesters of chamber ensembles</b>  MUPF 314 Jazz Ensemble

	Introduction to Special Education	Contemporary Trends in Music Education: Elementary Level		MUPF 315 Jazz Combo
MUSI 240 Music Theory III		MUED 302 Contemporary Trends in Music Education: Secondary Level	MUED 227 Percussion Methods	MUPF 316 Brass Ensemble
MUSI 242 Music Theory IV		MUED 221 Keyboard Techniques I	MUED 228 String Methods	MUPF 317 Flute Choir
MUSI 141 Aural Theory I				MUPF 318 Opera and Musical Theater Scenes
MUSI 143 Aural Theory II		MUED 222 Keyboard Techniques II	MUED 229 Vocal Methods	MUPF 319 Percussion Ensemble
MUSI 241 Aural Theory III			Note: Students are required to register for related ½ hour lessons while enrolled in MUED 225, MUED 226, MUED 227, and MUED 228 and MUED 229.	MUPF 320 Chamber Choir
MUSI 243 Aural Theory IV	MUED 223 Keyboard Techniques III			MUPF 366 Rock Ensemble
MUSI 366 Music History I	MUED 224 Keyboard Techniques IV			MUSI 250 Vernacular Music <i>(required)</i>
MUSI 367 Music History II	MUED 450/451/452 Supervised Student Teaching (2 courses)			
				<b>Major Ensembles* (7 semesters)</b>
				<b>Instrumental majors</b>
				<b>Vocal majors</b>
				MUPF 430 College Wind Ensemble <b>OR</b> MUPF 413 Chamber Orchestra
				MUPF 432 College Choir

\*No student may double-up on lessons and/or ensembles to graduate early. The BS in Music Education is traditionally an eight-semester program

†Music Education majors cannot fulfill keyboard method requirements via private lessons in keyboard except with Departmental approval.

The Music Education keyboard proficiency must be attained by the end of the sophomore year. The proficiency exam is administered during finals week of spring semester by the keyboard methods professor and at least one full-time faculty member. An audio recording of the exam is sent to all faculty and once the results are compiled, the Chair notifies the student in writing of their results.

Students who do not meet the proficiency standards may sit one more time for the proficiency exam on or around October 15 of the following fall semester. If the student is unsuccessful for a second time, they will not be recommended for student teaching and thus will not be allowed to continue in the Music Education degree program.

**Students must also complete following:**

<b>One capstone experience</b>	<b>End-of-semester performances in</b>	<b>Other graduation requirements**</b>
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	<b>primary performance medium**</b>	
MUSI 490 Senior Thesis	Convocation (Fall)	Attendance at weekly Friday Convocations
	Departmental Jury (Spring)	Attendance at a minimum of 10 concerts each semester. At least 4 must be professional concerts or recitals

*\*\*Music Education students are exempt from these requirements during their semester of student teaching but are highly encouraged to take private lessons in preparation for their spring senior recital*

**Additional requirements**

- 100 hours of documented field practice and observation
- Departmental assessment of readiness for student teaching (generally spring of junior year)
- Successful completion of the following NYSED workshops: School Violence, Child Abuse and Neglect, DASA (Dignity for All Students)
- Grade of C or higher in content and pedagogical core; overall GPA of 3.0 or higher
- New York State fingerprinting

**Requirements for initial certification through NYSED**

Successful completion of New York State Certification Exams: (Educating All Students – EAS, Content Specialty Test – CST (music), edTPA K-12 - Performing Arts)

**Music Education majors are expected to practice a minimum of 15 hours per week.**

**NOTE:** All students have the opportunity to receive credit through examination for MUSI 140 Music Theory I, MUSI 142 Music Theory II, MUSI 141 Aural Theory I, and MUSI 143 Aural Theory II.

The following cannot be fulfilled by examination: MUSI 242 Music Theory IV or MUSI 243 Aural Theory IV

**Music Minor Requirements:**

**A minimum of 23 credits**

<b>Two courses in Music Theory (6 credits)</b>	<b>Two courses in Aural Theory (4 credits)</b>	<b>Two courses in Musicology or Ethnomusicology (6 credits)</b>	<b>Three semesters of hour-long private lessons (3 credits)*</b>	<b>Four semesters of major ensemble (4 credits)*</b>
Two of the following: MUSI 140, 142, 240, 242	Two of the following: MUSI 141, 143, 241, 243	<i>See Department Chair to determine appropriate courses</i>	MUPF 302-307	MUPF 330 College Wind Ensemble  MUPF 313 Chamber Orchestra  MUPF 332 College Choir

*\*A music minor may not double-up on lessons and/or ensembles in a semester(s) to fulfill the performance requirement.*

**Concentration in Musical Theatre:**

For the BA degree in Music (16 credits minimum)

<b>One History Course</b>	<b>Four techniques courses</b>	<b>Three credits in production &amp; workshop Courses</b>	<b>Suggested electives</b>
MUSI 175 Evolution and Mechanics of Broadway	MUED 229 Vocal Methods  MUPF 303 Private Lessons-Voice*	MUSI/THEA 105 Musical Theatre Production  MUPF 318 Opera/Musical	MUPF 250 Musical Theatre Pit Ensemble  MUPF 202/302 Private

<p>THEA 140 Fundamentals of Acting</p> <p>THEA 110 Introduction to Movement and Dance for the Theatre</p>	<p>Theatre Scenes Workshop</p> <p>Other credit-bearing experience pre-approved by the department</p>	<p>Lessons in Keyboard</p> <p>MUSI 112 Introduction to Piano</p> <p>THEA 100 Theater Practicum</p> <p>THEA 111 Modern Dance</p> <p>THEA 120 Introduction to Theater Arts</p> <p>THEA 231 Fundamentals of Theatrical Design</p> <p>THEA 240 Advanced Acting</p>
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*\*NOTE: minimum of two semesters required*

## Nursing

**Department Chair:** Patricia Grust

**Faculty:** Patricia Grust; Jodi Krzyston, Terry Turick-Gibson; Dawn Bertola; Melody Best; Marie Bashaw; Akhtar Ghassemi; Pamela Hunt; Margaret Kiss; Lorena Marra; Cynthia Ploutz; Mary Louise Silber; Lisa Wehner; Nicole Zhang

**Staff:** Jane Bachman; Jamie Dalton; Beth Ann Gutierrez; Erica Holoquist; John Janitz Jr.; Helen Sagendorf; Greta Wood

**Major**

Nursing

**Minor**

N/A

**About**

Preparation for a career in nursing requires more than the specialized scientific knowledge necessary for licensure. Nursing is an applied human science; therefore, in order to promote, maintain, or restore health a nurse must be able to apply critical thinking to a broad range of health concerns. The nurse must understand how individuals, families, communities, and/or populations experience health or health concerns and the myriad of conditions giving rise to health and health risk. Completion of Hartwick's baccalaureate nursing program, as part of a broader liberal arts and sciences education, enables the graduate to acquire the knowledge, skills, and attitudes needed to make a difference in the lives of others and the health care system.

Unlike most other baccalaureate nursing programs, Hartwick's professional nursing curriculum begins in the first year with a solid foundation in the biological, natural, social, and behavioral sciences. Electives in the humanities and social sciences, required throughout the four-year academic program, complement the scientific and technical competencies required to apply a humanistic approach to professional practice. The professional component of the program, woven throughout the curriculum, helps students to gain essential knowledge, attitudes, and skills necessary to meet the increasingly complex and diverse needs of patients in today's healthcare environments. Study and experiential opportunities foster the student's ability to communicate effectively, intervene therapeutically, critically think and clinically reason, and act as a responsible member of society and the profession. Clinical practice centers on health promotion, risk reduction, and illness and disease management across the life span and continuum of care. In the senior year, the focus is on transitioning into the professional practice role with an emphasis on the development of systems thinking and skill in the management and coordination of care, clinical leadership, and the translation of evidence into practice.

Courses in the freshman and sophomore years are sequential and are focused on the role of the nurse as a medical-surgical generalist. Courses in the junior and senior year focus on nursing care of special populations; course work at the junior level must be completed prior to entry in the senior year. Many courses within the major are prerequisites to other courses; this means the prerequisite course must be successfully completed in order for the student to enter subsequent courses in the curricular sequence.

Because of the relationship between safe professional nursing practice and academic performance, nursing majors must meet departmental progression policies, academic standards within the College, and standards for professional accountability and ethical behavior. Nursing majors must earn a minimum grade of C in all courses required for the major to progress within the major. First year students are required to maintain a minimum cumulative grade point average of 2.0 or better to progress in the major; at the completion of the first 200 level clinical course (NURS 234) and beyond, students must maintain a cumulative GPA of 2.5 or better to progress in the major.

Nursing is an applied science; as such, students must demonstrate mastery of theoretical knowledge and competency in the application of theory to the skillful practice of nursing. Nursing majors must successfully complete both the theoretical, laboratory, and clinical portion of each nursing course in order to receive credit for the course.

Upon successful completion of Hartwick's major in nursing, students receive a B.S. degree and are qualified to take the NCLEX-RN examination for licensure as a Registered Professional Nurse (RN). The baccalaureate degree in nursing program at Hartwick College is accredited by the Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccneaccreditation>). The baccalaureate degree programs in nursing at Hartwick College are registered by the New York State Education Department.

**Educational Mobility for Registered Nurses**

Nurses who have graduated with a minimum GPA of 2.50 from an accredited U.S. institution with an associate's degree in nursing and who possess a license as a Registered Nurse (RN) may be accepted with advanced standing as candidates for a Bachelor of Science degree with a major in nursing (this includes up to 34 nursing credits and 10 science credits). Credit for courses completed with a grade of "C" or higher, from other accredited colleges that are similar to those offered at Hartwick is usually granted. A maximum number of 90 transferable credits are accepted towards completion of the baccalaureate degree. **A minimum of 30 credits must be taken at Hartwick.**

Advanced standing course credit cannot be applied toward these 30 credits. Credits taken at another college for transfer to Hartwick must be approved in order for the credits to be accepted. This is done to protect the integrity of the student's program and the Hartwick degree. The transcripts and professional background of nurses who have graduated from a diploma school of nursing or from an institution in another country, and who possess a license as an RN, will be reviewed individually by Nursing's Academic Standing Committee. All external transfer students are required to furnish two letters of recommendation from faculty within their major.

One form of the mobility program, the Partnership for Nursing Opportunities Program (PNOP) is designed to provide education to Registered Professional Nurses (RNs) employed by Bassett Healthcare Network. Typically, participants in this program work three days per week for Bassett Healthcare Network and take

classes two days per week on Hartwick's campus. The PNOP allows qualified RNs to achieve a baccalaureate degree in two calendar years, presuming all prerequisites are met on admission to the program. Support from Bassett Healthcare Network enables eligible students to attend tuition-free. Students enrolled in this program are asked to commit to one year of additional employment at Bassett Healthcare for every year they are supported in the program.

### **Accelerated Summer Program (ASP)**

The ASP is designed for those internal and external transfer students who have completed prerequisite course work usually completed during the first two years of the nursing curriculum. Those students completing required pre-requisite course work are eligible for the ASP Program. Successful completion of three (3) required summer courses permits students to enter the nursing program in the fall at the junior level. Because of the rigor of this program, students must be in good academic standing with a cumulative GPA of 3.0 or above. Those who have completed the nursing prerequisites with a grade of B- or better are encouraged to apply. All transfer students are required to furnish two letters of recommendation from faculty within their major.

### **Accelerated Baccalaureate in Nursing Program: Rural Nursing Opportunities Program (RNOP/18 Month Program)**

The Accelerated Baccalaureate in Nursing Program is an intensive 18-month educational program designed for adult students who have completed all of the nursing prerequisites as well as the general education requirements necessary for completion of a Bachelor of Science degree with a major in nursing at Hartwick College. Students with baccalaureate degrees in other disciplines, or those with significant college credits and a calculated cumulative GPA  $\geq 3.0$  may apply; additionally, those who have completed the nursing prerequisites with a grade of B- or better are strongly encouraged to apply. Classes and clinical/laboratory practicum experiences are held on either weekdays and/or on weekends; exceptions are made, as necessary, for agencies or experiences that only operate Monday through Friday during the day time. Classes for this program begin in late May or early June. The total number of credits required for the Bachelor of Science degree with a major in nursing is 120 credits. The academic requirements of the Accelerated Baccalaureate in Nursing Program include a 69 credit curriculum. Upon review, transfer work may be determined to be equivalent. All applicants are required to furnish two letters of recommendation.

### **Requirements for the Nursing Major:**

Students must hold current Basic Life Support (BLS) Certification for Healthcare Providers from the American Heart Association or The American Red Cross.

Professional Liability Insurance Policy (available through the college for pre-licensure students).

Health Requirements: each student must complete and submit:

- a pre-entrance physical examination and subsequent annual physical examination;
- completed immunization records including documentation of the annual influenza vaccine;

- specific requirements for the nursing major, e.g., annual Mantoux test for Tb.

*\*The required forms can be found on the Hartwick web site.*

\*\*\* Health requirements submission deadline is guided by the clinical agencies and Perrella Health Center and is firm at August 15 \*\*\*

Health requirements are subject to change at the request of the New York State Department of Health and/or our clinical affiliates; students will be expected to comply with those changes. The Department of Nursing is under no obligation to make special accommodations for those students who cannot comply with the health requirements.

Licensed RNs who are students must submit a copy of their NY State Nurses License, their professional liability policy, and current CPR card.

Applicants should be aware that some states, such as New York, may restrict or deny professional licensure for people with felony convictions, misdemeanor convictions, or actions taken against them by a professional organization. Students in these circumstances would benefit from consulting with their state's licensing board before starting the program.

Drug testing and criminal background checks, including fingerprinting, may be required by clinical facilities. Findings from such inquiries may preclude the student from practicing in the clinical facility; in such cases, the Department and the College are not responsible for providing the student with an alternate learning experience. Students with previous criminal records must disclose this information at the time of consideration for licensure and should be aware that this may preclude them from being granted a license to practice. Should the student have any questions related to their future eligibility they should consult with the New York State Department of Education, Office of Professions.

### **Transportation**

Students are responsible for providing their own transportation to a clinical site/experience. In cases where the College provides van service, transportation fees may apply.

### **Uniforms and Supplies**

Identification badges are ordered in the student's first year in the nursing program. As well, students are required to purchase scrubs, a clinical kit (available in the campus book store), as well as a non-digital watch with second hand, books, and electronic subscriptions. Each nursing student will be billed for professional liability insurance, ATI Complete Partnership learning modules, and a lab fee of \$50 for each of the 10 clinical courses in the program.

### **Disclaimer**

While the College and the Department recognize and respect the cultural, spiritual, and religious beliefs and practices of others, nurses and, by extension, nursing students are required by the

ANA's Code of Conduct (American Nurses Association, 2015) to provide care to diverse persons and groups. Students will not be excused from participating in the care of any persons and/or groups with diverse needs if it is a required element of the program.

## Nursing Courses

**134 Foundations in Nursing Science (5 credits; 4 credits for nursing and 1 credit for liberal arts)** Introduces nursing as an art and science distinguished by humanistic caring. Focuses initially on self-assessment and the skills needed to achieve academic, personal, and professional success. Students explore the role of the professional nurse in health and wellness including, self-care and the care of clients. Individual differences, personal and professional values, beliefs, culture, interpersonal communication, the healthcare system, baccalaureate nursing, and the role of the nurse (as a change agent, wellness coach, collaborator, decision-maker, and care manager) in the improvement of health are explored. In the laboratory students are introduced to self-assessment tools and techniques of mindful awareness, to determine individual health status. Common nursing interventions, actions, and stress and coping techniques used to meet the healthcare needs of clients across the lifespan and continuum of care are explored and applied. Students apply therapeutic use of self and basic nursing skills in long term care, ambulatory, and community settings. Clinical and laboratory hours are required as part of the course. The course is offered for majors only in the fall semester and in the summer for the ASP students.

*Prerequisites/Co-requisites: BIOL-206*

**234 Medical-Surgical Nursing I (5 credits)** Integrates knowledge from the humanities and sciences into the holistic and informed care of patients with select medical surgical problems. Introduces students to the physical, psychological, and socio-cultural aspects of illness as experienced by the adult client; in particular, the effects of aging are stressed. The use of evidence-based practice, critical thinking, and clinical problem solving skills necessary to provide holistic care to adult and aging clients experiencing common health problems are emphasized. Therapeutic communication skills, therapeutic nursing interventions, levels of prevention, and the nursing process are applied in a variety of nursing and acute care medical-surgical settings. Offered in the fall semester and in the summer for the ASP students.

*Prerequisites: NURS 134, SCIE 144, BIOL 206 AND BIOL 207, CHEM 105 OR CHEM 107 OR CHEM 108 OR CHEM 109*

**261 RN to B.S. Transition Seminar (3 credits)** Focuses on the process of transitioning into baccalaureate education. Emphasis is on refining communication and assessment skills, information literacy, college level writing, critical thinking, professional practice, political advocacy, cultural competency, and therapeutic nursing interventions. Nursing process, nursing research, and nursing theory are addressed. Assessment/intervention skills for the individual and family within the community are included. Physical Assessment skills are reviewed and assessed. In the case of inactive or inexperienced RNs a clinical experience may be

required to validate the basic acute care abilities expected of an RN. Offered fall semester. For RNs only. (WL3)

**333 Gerontologic Nursing (3 credits)** Explores the field of gerontological nursing and the unique health care needs of the older adult. Students are introduced to myths, theories, and diverse perspectives related to aging. Demographic, social, cultural, ethical, financial, environmental, and housing issues are explored. Therapeutic communication, evidence-based practice, nursing process, levels of prevention, and end of life care are presented. May be taken concurrently with NURS 334 ONLY by accelerated and three year students. Offered in the spring semester. (WL3)

*Prerequisites: NURS 134, NURS 234, NURS 334, SCIE 144, AND SCIE 345*

**334 Medical-Surgical Nursing II Theory and Practicum (5 credits)** Builds on the knowledge, skills and attitudes gained through the study of Medical-Surgical Nursing I and integrates knowledge from the humanities and sciences into the holistic and informed care of patients with select and co-morbid medical-surgical problems. Skill in critical thinking and clinical problem solving is expanded, practiced, and refined. Evidence-based practice, quality, and safety are emphasized. Therapeutic communication skills, therapeutic nursing interventions, levels of prevention, and the nursing process are applied in a variety of acute care medical and surgical settings. Each 300 level nursing clinical course must be successfully completed in order to progress to the subsequent clinical nursing course. Offered in the spring semester for traditional students and in the fall semester for accelerated students.

*Prerequisites: NURS 134, NURS 234, SCIE 144, SCIE 345, BIOL 206, BIOL 207, BIOL 344, CHEM 105 OR CHEM 107 OR CHEM 108, OR CHEM 109.*

**336 Rural Health Nursing Theory and Practicum (4 credits; 3 credits for nursing and 1 credit for liberal arts)** Assists the student to recognize the myriad of health beliefs and practices that exist among and between different members of a rural upstate New York culture and how those beliefs and practices have an impact upon the health of its members. This four-week intensive experience is designed to expose the student to the social determinants of health and public health, and transcultural concepts and theories. Students will be exposed to different empirical frameworks to assist them in providing holistic, culturally competent care to individuals, families, populations, and communities living in rural upstate New York. Clinical experiences to meet course objectives occur in diverse rural settings with an emphasis on therapeutic interventions, health promotion, disease prevention, risk reduction, and health teaching. Offered J Term.

*Prerequisite: NURS 134, SCIE 144, NURS 234, NURS 334, NURS 356 AND/OR NURS 357.*

**346 Transcultural Nursing Theory and Practicum (4 credits; 3 credits for nursing and 1 credit for liberal arts)**

Assists the student to recognize the myriad of health-related beliefs and practices that exist among and between different members of a diverse culture and how those beliefs and practices impact upon the health of its members. This four-week intensive experience is designed to expose the student to the social determinants of health and public health and transcultural concepts and theories. Students are exposed to different empirical frameworks to assist them in providing holistic, culturally competent care to individuals, families, populations, and communities living in a foreign setting. Clinical experiences to meet course objectives occur in diverse rural and/or urban settings with an emphasis on therapeutic interventions, health promotion, disease prevention, risk reduction, and health teaching. Offered J Term.

*Prerequisite: NURS 134, SCIE 144, NURS 234, NURS 334, NURS 356 AND/OR NURS 357.*

**356 Women's and Reproductive Health Theory and Practicum (5 credits)**

Integrates knowledge from the humanities and sciences into the holistic and informed care of patients throughout the reproductive life span. Normal and abnormal variations in biologic, psychological, social, family, and spiritual health during periods of pregnancy, childbirth, and human and sexual growth and development are explored with a particular focus on the nurse's role in application of levels of prevention. The use of evidence-based practice, critical thinking, and clinical problem solving skills necessary to provide holistic care to the emerging family and persons with reproduction and genitourinary health needs are emphasized. Therapeutic communication skills, therapeutic nursing interventions, levels of prevention, and the nursing process are applied in a variety of clinical settings. Clientele include the childbearing client, the emerging family, and persons with genitourinary and reproductive health needs. This course may be taken out of sequence ONLY by the summer accelerated students but must be completed prior to enrollment in senior nursing courses. Offered in the spring and fall semester.

*Prerequisites: NURS 134, NURS 234, NURS 334, BIOL 206, BIOL 207, BIOL 210, SCIE 144, SCIE 345, AND BIOL 344.*

**357 Pediatric Nursing Theory and Practicum (5 credits)**

Integrates knowledge from the humanities and sciences into the holistic and informed care of pediatric patients with select developmental and acute and/or chronic medical-surgical problems. Normal growth and development, physiology, common pathophysiology, and special quality and safety considerations in the care of clients from infancy through adolescence are emphasized. Skill in critical thinking and clinical problem solving is expanded, practiced, and refined. Therapeutic communication skills, therapeutic nursing interventions, levels of prevention, and the nursing process are applied in a variety of acute care, ambulatory care, community, and long term care settings. Each 300 level nursing clinical course must be successfully completed in order to progress to the subsequent clinical nursing course. Offered fall and spring semester.

*Prerequisites: NURS 134, NURS 234, NURS 334, BIOL 206, BIOL 207, BIOL 210, SCIE 144, SCIE 345, BIOL 344, AND PSYC 250: Lifespan Development for Nurses.*

**434 Advanced Medical-Surgical Nursing Theory and Practicum (5 credits)**

Integrates knowledge from the humanities and sciences into the holistic and informed care of patients with complex, multiple system disorders encountered in critical care settings. Evidence-based practice, quality and safety, and advanced nursing care concepts are emphasized. Students gain insight into the problems of critically ill patients and the management issues that accompany critical illness. Skill in critical thinking and clinical problem solving is further expanded, practiced, and refined. Therapeutic communication skills, therapeutic nursing interventions, levels of prevention, and the nursing process are applied in critical care settings. Not required for RN Mobility students. Offered fall and spring semester for senior nursing students.

*Prerequisites: All 100, 200, and 300 level nursing courses. SCIE 144, SCIE 345, BIOL 206, BIOL 207, BIOL 210, BIOL 344, CHEM 105/107*

**441 Psychiatric-Mental Health Nursing Theory and Practicum (5 credits)**

Integrates knowledge from the humanities and sciences into holistic and informed care of patients with psychiatric and mental health concerns. Focus is placed on health promotion, risk reduction, and the alleviation of symptomatology across the lifespan. Theories of mental health and illness as well as the causes, correlates and consequences of specific disease entities are addressed. Practice and refinement of the therapeutic use of self is emphasized. Students gain an understanding of group dynamics and group facilitation skills. Critical thinking, clinical problem solving, therapeutic nursing interventions, levels of prevention, and the nursing process are applied in a variety of crisis, acute care, long term care, and community settings. Not required for RN Mobility students. Offered fall and spring semester for senior nursing students.

*Prerequisite: All 100, 200, and 300 level nursing courses. SCIE 144, SCIE 345, BIOL 206, BIOL 207, BIOL 210, BIOL 344, CHEM 105/107*

**443 Community Health Nursing Theory and Practicum (5 credits)**

Integrates knowledge from the humanities and sciences into holistic and informed care of well and ill individuals, families, populations, and communities. Students gain advanced skill and achieve independence in clinical problem solving. Therapeutic communication, nursing interventions, levels of prevention, and the nursing process are applied in both formal and informal settings. Students engage in the assessment of a community to uncover the healthcare needs of that particular community and develop and implement a problem - focused intervention program in the community. Offered fall and spring semester for senior nursing students.

*Prerequisites for traditional students: All 100, 200, and 300 level nursing courses. SCIE 144, SCIE 345, BIOL 206, BIOL 207, BIOL 210, BIOL 344, CHEM 105/107*

*Prerequisites for RN students: NURS 261 AND NURS 336.*

**446 Transitions into Professional Practice I: Health Policy and Leadership (4 credits)** Explores the role of the nurse as manager of care, clinical leader, and patient, public, and professional advocate. Management and leadership theories, principles, and skills are presented as a guide to skillfully managing care and care teams at the “bedside” and in the boardroom. Skill in presenting oneself as a member of the profession and scientific community is applied. Nursing history, roles, professional trends and issues are explored as a foundation to active engagement in the political process and public advocacy. Students appraise issues relevant to professional practice, research current advocacy efforts and policy solutions, and actively engage in the political process in and outside of the classroom. Offered in the J Term for senior pre-licensure students and in the spring for RN-BS students.

*Prerequisites for traditional students: completion of all 100, 200, and 300 level nursing courses, all required sciences AND at least one senior level clinical course*

*Prerequisites for RN-BS students: NURS 261 AND NURS 448.*

**448 Introduction to Research Methods and Design (3 credits)** Introduces research as the scientific basis for nursing practice. Assists students to become knowledgeable consumers of research and creators of research questions. Skills necessary to critically read and evaluate nursing research and how to use it as the basis for evidence-based practice are emphasized. Students explore the research process including quantitative and qualitative methods. Nursing theories and their impact on the development of nursing knowledge as well as the historical, legal, and ethical aspects of nursing research are reviewed. Offered spring semester.

*Prerequisite/Co-requisite: completion of all 100, 200, and 300 level nursing courses, all required sciences AND MATH 108 OR PSYC 291.*

**490 Nursing Senior Theory Seminar/Senior Thesis (3 credits)** Provides a forum for collegial support for senior students as they develop their senior thesis. Students analyze a concept/phenomenon of concern to nursing, critically appraise the relevant evidence, and write an integrative review of the literature summarizing the current state of knowledge on the topic. A project of substantial scope demonstrating the students’ ability to integrate theory, research, and practice is produced. Offered fall semester.

*Prerequisites for traditional students: completion of all 100, 200, and 300 level nursing courses, all required sciences AND NURS 448, MATH 108 OR PSYC 291*

*Prerequisites for RN-BS students: NURS 448, MATH 108 OR PSYC 291, AND NURS 261*

**495 Transition into Professional Practice II: Senior Independent Practicum (5 credits)** Assists the pre-licensure student in the transition from academe to the realities of professional baccalaureate nursing practice. Students take on the role of the nurse as baccalaureate-generalist through NCLEX preparation and a 200-hour independent practicum planned in collaboration with a faculty member and an on-site supervisor. Integrates knowledge from the humanities and sciences into holistic and informed care of patients-individuals, families, groups, communities, or populations. Offered spring semester.

*Prerequisite: Completion of all other nursing degree requirements and attainment of WL3.*

**495 BH Transition into Professional Practice II: Senior Independent Practicum for RN Mobility Students (5 credits)** Provides the licensed RN Mobility student with a transitional opportunity to apply formal and informal leadership and followership skills expected of the baccalaureate graduate. Students work side-by-side with a registered nurse serving in a leadership-management position in a healthcare or academic setting. Students gain an understanding of and appreciation for the role of leader-manager as indirect care provider, change agent, role model, and professional and public advocate. Students are expected to fully engage with their preceptors in shaping the practice or practice environment by actively participating and contributing to select projects and processes that contribute to the improved population health/health outcomes, quality of the patient experience, and cost-effectiveness.

*Prerequisite: Completion of all other nursing degree requirements and attainment of WL3.*

## Interdisciplinary Courses

**SCIE 144 Health Assessment Theory and Laboratory (4 credits)** Offers the student experience in holistic health assessment. Synthesizing knowledge from the biological and behavioral sciences, students develop further skill in therapeutic communication, interviewing, data collection, psychosocial and physical assessment. Using a body systems approach, age related changes, normal and abnormal variations, and racial and cultural consideration are learned and applied in the laboratory and/or clinical setting. This course is offered for majors only in the spring semester and in the summer for the ASP students.

*Prerequisites: BIOL 206, NURS 134. Co-Requisite: BIOL 207, CHEM 105 OR CHEM 107 OR CHEM 108 OR CHEM 109*

**SCIE 345 Pharmacology (3 credits)** Focuses on the origin, nature, chemistry, effects, and therapeutic use of drugs in health care. Clinical, legal, and ethical issues related to drug therapy are explored. Offered fall semester.

*Prerequisites for nursing majors: BIOL 206, BIOL 207, CHEM 105 OR CHEM 107 OR CHEM 108 OR CHEM 109, SCIE 144, AND NURS 134.*

*Prerequisites for non-majors: permission of instructor required on a seat available basis.*

**Nursing Major Requirements:**

Foundations courses	Four courses in Biology	One course in Chemistry with a Lab	Two Science courses	One course in Mathematics	One course in Psychology	One elective course in Ethics
NURS 134 Foundations of Nursing Science	BIOL 206 Anatomy and Physiology I <b>AND</b> BIOL 206L A & P I Laboratory	CHEM 105 Fundamentals of General, Organic & Biological Chemistry^ <b>AND</b> CHEM 105 L Laboratory	SCIE 144 Health Assessment <b>AND</b> SCIE 144L Health Assessment Laboratory	MATH 108 Statistics	PSYC 250 Life Span Dev. For Nurses	
NURS 234 Medical-Surgical Nursing I	BIOL 207 Anatomy and Physiology II <b>AND</b> BIOL 207L A & P II Laboratory		SCIE 345 Pharmacology			
NURS 333 Gerontologic Nursing	BIOL 210 Microbiology of Disease <b>AND</b> BIOL 210L Microbiology of Disease Laboratory					
NURS 334 Medical-Surgical Nursing II	BIOL 344 Pathophysiology					
NURS 356 Women's Reproductive Health						
NURS 357 Pediatric Nursing						
NURS 336 Rural Health <b>OR</b> NURS 346 Transcultural Nursing						
NURS 343 Advanced Medical Surgical Nursing						
NURS 441 Psychiatric Mental Health Nursing						
NURS 443 Community Health Nursing						
NURS 446 Transitions into Professional Practice I: Health Care Policy and Leadership						

NURS 448 Introduction to Research Methods and Design						
NURS 490 Nursing Senior Theory Seminar/Senior Thesis						
NURS 495 Transitions into Professional Practice I: Senior Independent Practicum						

*^Alternately may take CHEM 107 OR CHEM 109 depending on Math placement scores*

**RN Mobility Requirements in Nursing:**

<b>Foundation Courses</b>	<b>Pre-requisites and Co-requisites are required as listed above</b>
NURS 261 RN to BS Transitions Course	
NURS 336 Rural Health	
NURS 443 Community Health Nursing	
NURS 446 Transitions into Professional Practice I: Health Care Policy and Leadership	
NURS 448 Introduction to Research Methods and Design	
NURS 490 Nursing Senior Theory Seminar/Senior Thesis	
NURS 495 BH Transitions into Professional Practice II: Senior Independent Practicum	

## Physical Education

**Department Chair:** John Czarnecki (Athletic Director)

**Faculty:** John Czarnecki, Heidi Tanner

### Program

Coaching Program

### About

The physical education program at Hartwick is designed to develop skills in a variety of physical activities that contribute to the joy of living, to wholesome use of leisure time, and to the development of health and fitness. The program provides each student with an opportunity to develop sufficient physical, mental, social and motor skills to be used in a lifetime of movement related activities.

The physical education program is housed in the Frederick Moore Binder Physical Education Center. The Center houses instructional, recreational, and physical education facilities including the Campbell Fitness Center; Elting Fitness Center; Moyer Pool, an eight-lane, 25-yard swimming pool and diving complex; handball, racquetball, and squash court; gymnasium; and dance studio. Several off-campus facilities also are utilized for physical education courses: bowling at Holiday Lanes; golf at Wood Haven Golf Course; and horsemanship at Hunter's Rein Stable, home of the College's equestrian team.

### Skill Courses for Physical Education Requirement (PHED)

Physical education skill courses are graded on a passed-not passed basis. Courses carry one credit and meet for half the term unless otherwise noted. Not all courses are offered every semester. Some skill courses carry an additional fee, which is listed in the course schedule prepared by the Registrar. These fees are non-refundable once the term begins. Courses marked (\$) below require an additional fee, and courses that may require equipment (E) or transportation (T) also are marked.

#### Aquatics

#### **PHED 110 Beginning Swimming (1 non-academic credit)**

This course is designed to introduce the skills necessary for non-swimmers to develop the strength, skills, and comfort level to enjoy the water and swim 50 yards without stopping.

#### **\*PHED 312\$ Water Safety Instructor (2 non-academic credits)**

Objectives of this course are each WSI candidate, once they have finished the course, should be able to: 1.) Demonstrate the qualities required of a Red Cross representative and be a good role model. 2.) Plan, conduct and evaluate the swimming skills for a water safety course. 3.) Maintain complete and accurate records and reports 4.) Maintain performance standards used to determine which course a student is prepared to take as well as evaluate the acceptability of performances of the strokes and their components in the course which the students are enrolled. 5.) Develop a plan to keep knowledge and skills current.

*Prerequisites:* 1.) Candidates must be at least 17 years old at start of class, and demonstrate level VI skills. 2.) Complete Health and Safety Instructor Authorization course or Instructor Candidate Training. 3.) Show a current certificate for the ARC Emergency

*Water Safety Course or ARC lifeguard-training course. 4.) Pass the written (correctly answer 80% of the questions) and skills pre-tests. 5.) Although not mandatory, current CPR and first aid certification is advised.*

**\*PHED 312\$ Lifeguarding (2 non-academic credits)** Provide skill training to qualify a person to serve as a non-surf life guard.

*\*only one may count toward the physical education requirement.*

*Dance* (Any 1 Theatre Arts Dance Course may be taken toward the physical education skill course requirement)

**THEA 110 Intro to Movement & Dance for Theatre (1 academic credit)** Body training in movement technique using rhythm dynamics, space and gesture. Learning basic dance skills including jazz, tap, ballet, and modern. Foundation for dance classes. (EL)

**THEA 111 Modern Dance (1 academic credit)** An introduction to modern dance technique and the use of the body as an instrument of expression. (EL)

**THEA 112 Ballet I (1 academic credit)** Introduction to the fundamentals of classical ballet consisting of basic barre, center work, and movement through space. (EL)

**THEA 115 Dance Rehearsal & Performance (1 academic credit)** Open to members of Orchesis, the College dance club, the course requires a significant number of hours in rehearsal to be determined by the Orchesis club advisor. May be taken twice, but only one credit will count toward the Physical Education requirement. (EL)

**THEA 212 Ballet II (1 academic credit)** Concentration on classical ballet technique, barre, center work, and movement through space. (EL)

*Prerequisite: THEA 112*

**PHED 123 Ballroom Dance (1 non-academic credit)** A social activity class focusing on the performance of basic ballroom dances, waltz, fox trot, cha cha, rhumba, tango and swing, and the development of social etiquette.

#### Wellness

**PHED 103\$ Body Boot Camp (1 non-academic credit)** Both Boot Camp 1 and 2 are designed in a way that pushes the participants harder than they'd push themselves. Both total body workouts use all different types of equipment and exercises. Cardio intervals are mixed in along with high Intensity Interval Training. Both courses incorporate critical concepts from mind-body training that increases your success Boot Camp 1 will focus on proper execution of the five primary movements as well as exercises that challenge and increase your stability and mobility and engage your deep core muscles.

**PHED 112\$ Couch to 5k (1 non-academic credit)** This course is designed to teach the basics of running and to help any individual to be able to run a 5k by the end of the semester. Class sessions will include daily run/walk intervals, strength training

for running, fitness assessments and flexibility training for running.

**PHED 121\$ Circuit Training (1 non-academic credit)** Circuit training is a total body conditioning class. Offering interval training or stations to improve your endurance and resistance training through high-intensity aerobics to gain muscular strength.

**PHED 122\$ Gentle Yoga (1 non-academic credit)** is the unification of the mind, body, and spirit. Using asana (physical postures), meditation (stilling of the mind), and pranayama (breathing techniques). We will discuss what yoga is, learn about the benefits of yoga, try different types of yoga, we will collectively dig deep and learn the basics of holding space for one another, and the social emotional learning benefits of yoga. Through these techniques we will come one step closer to knowing ourselves and how to achieve inner peace. Each class will focus on finding value in mindfulness while enhancing physical strength, flexibility, and vitality.

**PHED 126\$ Zumba (1 non-academic credit)** "Are you ready to party yourself into shape? That's exactly what the Zumba® program is all about. It's an exhilarating, effective, easy-to-follow, Latin-inspired, calorie-burning dance fitness-partyT that's moving millions of people toward joy and health." Come and enjoy learning the history and components of a true ZUMBA class. You will also learn and apply the ZUMBA formula while actively participating in a ZUMBA workout class.

**PHED 127\$ Indoor Cycling (1 non-academic credit)** Indoor cycling is an organized group training system using a specialized stationary bike with a weighted fly wheel. The instructor simulates an outdoor ride - flat roads, hill climbs, sprints and races. Each class has a specific training objective with a focus on one of the energy zones: endurance, strength, interval, race days and recovery.

**PHED 128\$ Healthy Ways to Weight Loss (1 non-academic credit)** This class will address and discuss various ways to facilitate a healthy way to weight loss. This will include the benefits of journaling, improved nutrition, cardiorespiratory exercise and weight training.

**PHED 130 Personal Fitness (1 non-academic credit)** The course integrates the basic components of wellness in order to achieve lifelong patterns of well-being. This course offers current information in areas of healthy living that include exercise, lifestyle modification, healthy nutrition, weight management, stress management, hypokinetic diseases, and care and prevention of injuries. Emphasis is on application of knowledge through the use of decision-making and behavior modification skills in order to make healthy choices. This course utilizes an exercise and strength training component.

**PHED 133 Weight Training (1 non-academic credit)** This course introduces the fundamental skills of weight training for personal fitness. Emphasis will be placed on proper techniques, training programs and the overall benefit of weight training.

**PHED 135\$ Personal Fitness/Relaxation Techniques (1 non-academic credit)** A comprehensive investigation of the basics for physical and mental fitness by using correct methods of stretching, developing flexibility and relaxing the mind and body.

**PHED 136\$ Functional Fitness (1 non-academic credit)** Many people find group exercise classes to be a more productive workout compared to working out alone in the gym. Group fitness classes have many general benefits for all participants including; the classes are social and fun, they are safe and effective, they are offered consistently, they create a sense of accountability with the group, they help to alleviate boredom, they can challenge one to work harder and they improve one's health. This course is designed to expose the student to a variety of different group exercise classes including Zumba, Yoga, Indoor Cycling and Boot Camp as well as explain the benefits of each style. Students will have the opportunity to help design later classes by mixing and matching class types to create a unique group exercise experience.

**PHED 139\$ Pilates (1 non-academic credit)** An effective method of conditioning. Pilates are unique in that it would enable students to accomplish movements in a gravity-reduced setting, allowing them to isolate core muscles. The exercises and techniques designed by Joseph Pilates work collectively to create balance (alignment), improve range of motion (function), and a longer, leaner, pleasing look for the body. Rationale: this course will complement other physical education courses by enhancing coordination, balance, agility, and joint stability.

**PHED 140\$ Archery (1 non-academic credit)** Students will learn and demonstrate basic knowledge of archery. This will include proper safety practices, correct technique and improved accuracy through repetitions.

**PHED 163\$ Self Defense (1 non-academic credit)** During this course you will be learning a basic introduction to martial arts and self-defense. This will include basic strikes, kicks and self-defense techniques.

**PHED 203\$ Body Boot Camp 2 (1 non-academic credit)** Both Boot Camp 1 and 2 are designed in a way that pushes the participants harder than they'd push themselves. Both total body workouts use all different types of equipment and exercises. Cardio intervals are mixed in along with high Intensity Interval Training. Both courses incorporate critical concepts from mind-body training that increases your success. Boot Camp 1 will focus on proper execution of the five primary movements as well as exercises that challenge and increase your stability and mobility and engage your deep core muscles.

**PE 330\$ Fitness Professional Certification (3 academic credits)** The Fitness Certification course serves to provide the student with basic certification for the person interested in becoming a fitness Personal Training professional. The certification portion of this course is completed online through The YMCA of the USA Learning and Career Development Center and offered by ACE. During class students will engage in

hands-on sessions pertinent to personal training. Course content includes the practical application of cardiovascular and neuromuscular exercise science, movement and anthropometric assessments, leadership and teaching skills, behavior modification and motivation, and a practical session on general exercise selection and execution and education. Expiration Date: Two years (renewal requires 10 hours of continuing education credits and completion of a certification renewal form and fees - renewal is done online).

*Prerequisite: CPR Certificate is required*

#### *Individual/Team Activities*

**PHED 143\$T Golf (1 non-academic credit)** Students will gain an understanding of the fundamentals, techniques, rules, etiquette and safety precautions necessary to play golf.

**PHED 147 Beginning Tennis (1 non-academic credit)** Beginning tennis will be an introductory physical education class to the game of tennis. Tennis is a sport that requires many different skills. The objectives for this class include learning basic racquet skills, stroke mechanics, scoring and strategy. Instruction will be given based on personal skill levels and knowledge of the sport.

There will be a simple skills test at the end of the course to demonstrate basic understanding of the various shots needed to play tennis.

**PHED 153 Recreational Sports (1 non-academic credit)** This recreational sports class is designed to introduce the student to lifetime leisure activities. Students will be introduced to activities intended to provide them with healthy entertainment while including proven concepts and principals while developing meaningful gains in physical fitness.

**PHED 160\$T Beginning Horsemanship (1 non-academic credit)** This course is designed to teach each student the basic level of English riding. They will learn how to handle, understand and care for the horses basic needs.

#### **Outdoor Pursuits**

**PHED 151\$ Outdoor Adventure (1 non-academic credit)** Students will learn and demonstrate basic knowledge for a variety of outdoor activities. These activities may include hiking, snowshoeing, wilderness navigation, trekking, shelter building, fire building, tree identification, and much more. This class presents an opportunity for integrated learning in an outdoor classroom.

**PHED 156\$T Beginning Ski/Snowboarding (1 non-academic credit)** This course is designed to teach the student proper ski or snowboarding techniques. An award-winning and nationally recognized ski and snowboard learning facility, utilizing a team of over 300 instructors who are trained to provide instruction in a safe and fun manner, will serve as the foundation. The courses are designed to meet the needs of students from the very beginner to the more advanced skier/snowboarder, enabling them to safely enjoy the sport, and provide instruction and direction for further improvement.

**PHED 157\$ Wilderness Hiking (1 non-academic credit)** This course involves fundamental instruction in hiking skills and technique. Primary focus in preparation for longer day hikes will include physical conditioning, selection of equipment, navigation, Leave No Trace Principles, first aid and survival topics, and trip planning. Hikes will be in the Oneonta area and will be on Fridays regardless of weather conditions. Hikes will range from an estimated 1-2 hours in total length of varied outdoor terrain. The final hike will be in the Catskill mountains on a Saturday and will take 4-6 hours to complete. Some hikes will have drinking water and bathrooms only at the beginning of the trailhead while others will not. Expect to bring your own water, food, warm layers, and personal first aid kit. Students will be responsible for their own footwear, daypacks, water bottles, sun protection, clothing, personal first aid kit, food, and water.

**PHED 256\$T Advanced Ski/Snowboarding (1 non-academic credit)** This course is designed to teach the student proper ski or snowboarding techniques. An award-winning and nationally recognized ski and snowboard learning facility, utilizing a team of over 300 instructors who are trained to provide instruction in a safe and fun manner, will serve as the foundation. The courses are designed to meet the needs of students from the very beginner to the more advanced skier/snowboarder, enabling them to safely enjoy the sport, and provide instruction and direction for further improvement.

#### *Miscellaneous*

**PHED 164\$ Responding to Emergencies and Community CPR (2 non-academic credits)** Course will consist of Responding to Emergencies (RTE) first aid, Adult CPR with AED (Automatic External Defibrillator), along with child and infant CPR. Those completing this course will receive certifications from the American Red Cross for RTE first aid (good for 3 years), Adult CPR with AED, along with child and infant CPR (good for 1 year). Course fee required. Required for NYS coaching program.

*Men's & Women's Intercollegiate Athletics* (1 non-academic credit given based on coaches' roster submission at the end of the season. Only 1 Intercollegiate participation course may be counted toward the physical education skill course requirement)

PHED 411 Basketball  
 PHED 413 Cross Country  
 PHED 414 Field Hockey  
 PHED 417 Lacrosse  
 PHED 419 Soccer  
 PHED 422 Swimming and Diving  
 PHED 423 Tennis  
 PHED 425 Equestrian  
 PHED 428 Volleyball  
 PHED 430 Football

#### **Physical Education Requirement**

All Hartwick students must complete two 1-credit skill classes from two different physical education (PHED) courses in order to graduate. Those PHED courses worth two credits cannot satisfy the requirement alone. Students are urged to complete the

requirement prior to the senior year. The department offers many 1-credit skill courses and athletic participation situations which may be combined in a variety of ways to meet this requirement. No course may be repeated for credit.

Participation in any traditional season of an intercollegiate sport may be used to fulfill one credit. A multi-sport student may only use one team sport credit; the other credit must come from the approved dance theatre courses or an additional activity course. Students may receive physical education credit for participation in a course or related sport, but not both.

**These combinations cannot together satisfy the requirement:**

PHED 147 Tennis & PHED 423 Tennis Team  
 PHED 149 Volleyball & PHED 428 Volleyball Team  
 PHED 160 Horsemanship & PHED 425 Equestrian Team  
 PHED 110 Swimming or PHED 210 Advanced Swimming & PHED 422 Swim Team  
 PHED 312 Water Safety Instructor & PHED 315 Lifeguarding

One Theatre Arts class from the following may count toward the skill-course requirement: THEA 110 Intro to Movement and Dance for Theater, THEA 111 Modern Dance, THEA 112 Ballet I, THEA 115 Dance Rehearsal and Performance, THEA 212 Ballet II, THEA 312 Ballet III.

The second skill-course requirement must come from intercollegiate participation **OR** a PHED course.

*Academic Physical Education Courses (PE)*

**PE 202 Theory and Techniques of Coaching (3 academic credits)** The course begins with an introductory phase in which the basic concepts common to all sports are discussed. The objectives, rules, regulations and policies of athletics, as well as performance skills, technical information, and organization and management practices are also covered topics. The special training and conditioning of the athletes in specific sports, the fitting of equipment, specific safety precautions and officiating methods are also examined. Practical experience as a coach in a specific sport and/or periods of observing other approved coaches will also be required. Required for NYS coaching program.

**PE 203 The Philosophy, Principles and Organization of Athletics in Education (3 academic credits)** This course covers basic philosophy and principles as integral parts of physical education and general education; state, local, and national regulations and policies related to athletics; legal considerations; function and organization of leagues and athletic associations in New York State; personal standards for the responsibilities of the coach as an educational leader; public relations; general safety procedures; general principles of school

budgets, records, purchasing and use of facilities. This is the first course in the coaching program process. Required for NYS coaching program.

**PE 302 Health Sciences Applied to Coaching (3 academic credits)** The course is a series of interactive exercises and activities designed to study Health Sciences as they apply to coaching sports. Through these activities, exercises and health application to coaching topics, participants will gain information, organize it for professional and personal use, and apply it to their particular programs. Health Sciences as applied to coaching will also help define: selected principles of biology, anatomy, physiology, kinesiology related to coaching; risk minimization; mixed competition; NYSED selection and classification of athletes; age and maturity of athletes. Required for NYS coaching program.

*Prerequisite: PE 203*

**PE 330 Personal Fitness Certification (2 academic credits)** The Fitness Certification course is a combination of the YMCA Healthy Lifestyle Principles and Foundations of YMCA Group Exercise courses. Healthy Lifestyle Principles is the basic level prerequisite course for all other YMCA Health & Well-Being certification courses. It provides practical and theoretical information for instructors of all Health & Well-Being programs. Foundations of YMCA Group Exercise is designed to provide students with the basics of conducting all varieties of group exercise classes. Course content includes the practical application of cardiovascular and neuromuscular exercise science, leadership and teaching skills for group exercise instructors, behavior modification and motivation information, and a practical session on general **exercise** selection and execution. This course is the required prerequisite for all other courses in the YMCA of the USA Health & Well-Being Group Exercise Track. Expiration Date: Three years (renewal requires 15 hours of continuing education credits and completion of a certification renewal form and fees). One of the credits for this course counts toward the 1 credit Physical Education LAiP skills course requirement.

**Coaching Program:**

Hartwick College seeks to educate and train students who are interested in pursuing a profession in coaching. The curriculum is based on the New York regulations of the Commissioner of Education Section 135.4(c)(7)(i)(c) and Section 135.5 of the State Education Department.

The courses are designed to meet the New York State requirements for interscholastic athletic teams and will also prepare students to coach in a variety of scenarios (other state high schools, youth leagues, college, etc.).

**Coaching Program Requirements:**

<b>Foundations Courses</b>	<b>Additional Requirements</b>	<b>Out-Of-State Certification Information</b>
PE 202 Theory and Techniques of Coaching	New York State requires all applicants for teaching, coaching, counseling and administrative certification (provisional and permanent) to have taken a certified course in Child Abuse Recognition and Reporting and be fingerprinted.	Students seeking to coach outside the state of New York should research the scholastic coaching qualifications required for that specific state.
PE 203 The Philosophy, Principles and Organization of Athletics in Education	The full New York State requirements can be found online at: <a href="http://www.p12.nysed.gov/ciai/pe/toolkitdocs/coachingguidelines_07_09.pdf">http://www.p12.nysed.gov/ciai/pe/toolkitdocs/coachingguidelines_07_09.pdf</a> .	
PE 302 Sports Health		
PHED 164 Responding to Emergencies and Community CPR	This requirement is not offered through Hartwick College.	



## Philosophy

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**Faculty:** Stefanie Rocknak (Chair)

**Major**

Philosophy

**Minor**

Philosophy

**About**

“Philosophy” literally means “love of wisdom;” it is an activity rather than a subject matter. As contemporary philosophers use the term, philosophy is a kind of reflection on and analysis of various other human activities. For example, philosophical analysis distinguishes between moral, religious and scientific discourse and reflects on how religion is related to morality on the one hand, and to science on the other.

Philosophy in the western tradition dates back to the ancient Greeks, when Socrates, Plato, Aristotle and other thinkers explored the nature of reality and the means by which people come to know. Later philosophers such as Descartes, Hume and Kant refined and challenged earlier understandings of human existence. The study of philosophy compels students to examine fundamental questions and, in so doing, it better prepares them for life. As they become familiar with the teachings of the world’s great philosophers, students also develop their ability to examine, clarify, analyze—and care for—the natural and human world.

Hartwick’s philosophy program acquaints students with issues of contemporary philosophical inquiry, as well as the thinking of important philosophers of the past. Major areas of study include **epistemology**, the study of how we come to know as well as the limits of what we can know; **metaphysics**, the study of reality; and **ethics**, the study of moral systems and the foundations of value. Departmental offerings include courses in the history of philosophy as well as systematic courses, which introduce students to the chief areas and topics of philosophical investigation. These courses, together with opportunities for directed individual study, permit students to do advanced and specialized work in philosophy and to develop competence in handling philosophical problems.

Students who major in philosophy complete core courses in logic, the history of philosophy, and ethics. Additional courses in philosophy selected to complete the major requirements depend on a student’s interests and future career goals. The major program culminates in a senior capstone research paper in an area of philosophical inquiry.

Graduates with a major in philosophy have many options. Students who have majored in philosophy as undergraduates pursue graduate study in many other fields: law, medicine, social work, business, public administration, and, of course, philosophy. As a discipline that develops critical and creative thinking and writing, philosophy provides a good foundation for graduate study of nearly any sort.

## Philosophy Courses

**150 Topics in Philosophy (3-4 credits)** A course with varying content aimed to introduce perennial themes and problems in philosophy. The topic will be announced in advance each time the course is offered.

**161 The Socratic Project (3 credits)** Socrates is one of the most fascinating figures in history. He lived a life that was totally dedicated to answering philosophical questions: What is moral? What is the nature of the good life? Is knowledge possible? His persistent attempt to answer these questions ultimately resulted in his execution. In a very real sense, Socrates died for philosophy. Our aim in this course will be to explore the Socratic project—to examine the point, worth, and form of a life dedicated to intellectual inquiry. We will take particular pains to try to understand the force and significance of the famous imperative, said to characterize the Socratic life: ‘Know thyself.’ We will accomplish this by examining a number of important thinkers, all of whom spent their lives attempting to make sense of the world and our place in it. We will begin, of course, with Socrates, but our inquiry will lead us into the present—into a consideration of inquiry as it currently exists in university settings. In addition to Socrates, we will read material from a diverse range of perspectives, all of which, in one way or another, are engaged in the attempt to understand the human condition. Material will include readings from Plato, Freud, Nietzsche, and Marx as well as from more recent authors in fields such as evolutionary psychology and gender/race studies. (*FYS*)

**201 Classics of Philosophy (3 credits)** An introduction to the methods, concepts, and aims of philosophical inquiry through critical study of major philosophers such as Plato, Aristotle, Descartes, and Hume.

**236 Logic (3 credits)** Principles of deductive inference; traditional syllogistic and basic modern symbolic logic. (*QFR*)

**249 Existentialism (3 credits)** An exploration of the philosophical movement of existentialism as it has manifested itself in multiple contexts (in Europe, Caribbean, Asia). Questions to be considered will include the nature of the self, the absurdity of existence, and how one might achieve a worthwhile life despite the inevitability of death. Philosophers to be read might include: Kierkegaard, Nietzsche, Sartre, Fanon, Unamuno, Nishitani.

**250 Topics in Philosophy (3-4 credits)** A course concentrating on the thought of a single philosopher or school of philosophy, a major philosophical work or a specific problem in philosophy. The topic and the number of credits will be announced in advance, each time the course is offered. Topics in recent years have included Business Ethics, Bioethics, Death, Epistemology, and Philosophy of Language.

**252 Moral Psychology (3 credits)** Moral psychology is an interdisciplinary field where philosophers, psychologists, sociologists, etc. explore the relationship between ethics and the way human brains process information. How do our emotions and moral reasoning interact? How is moral responsibility altered

by various psychological conditions like narcissism, sociopathy, bi-polar disorder, or depression? According to empirical psychology, is the human brain capable of consistent enough behavior to result in moral character traits like honesty, kindness, or bravery? What does it mean to trust someone?

**253 Happiness (3 credits)** Many philosophers argue that happiness is the highest good, but there is a great deal of disagreement regarding how happiness should be defined. For instance, most normative ethical theories claim that happiness is integral to solving ethical dilemmas, but they provide conflicting accounts of how happiness is best achieved. In order to make sense of this, and other conflicts, we will examine the following questions: Is happiness pleasure, life-satisfaction, well-being, virtue, or something else entirely? Is happiness necessary for a life worth living? Is happiness difficult, or perhaps even impossible to achieve? Must one be moral in order to be happy? To supplement our consideration of philosophical theories, we will take recent findings of neuroscience and psychology into account. Doing so provides a potential methodology to measure happiness, and a way to determine the extent to which human beings are capable of judging their own happiness.

**260 Zen and Philosophy (4 credits)** In this course we will explore the writings of some notable figures in the history of Zen and in ‘the Kyoto school’ of Japanese philosophy, examining the specific ways in which they try to articulate the philosophical underpinnings of Zen to a Western audience. (*ILS*)

**261 Philosophy in Literature (3 credits)** Philosophical questions concerning the nature of responsibility, the nature of the self, the meaning of a valuable life, and the terror of choice will be explored in selected works of fiction (works by, e.g. Albert Camus, Franz Kafka, J.M. Coetzee, Fyodor Dostoevsky)

**271 Values and Society (3 credits)** An introduction to philosophical ethics, both theoretical and applied. Students are introduced to basic moral theories (deontology, utilitarianism, virtue ethics), as well as how these theories might be used to confront particular ethical issues. Students will analyze a variety of positions, critically assessing the merits and weaknesses of the available arguments. Topics to be considered may include: torture; animal rights; sexism, heterosexism, and racism; genetic engineering; consumerism and environmentalism; economic inequality and world poverty

**273 Relativism (3 credits)** Have you ever thought that “Everything is relative,” or that “there is no truth” because “everything is a matter of opinion?” If so, believe it or not, you are already doing philosophy. In fact, you have ancient company: some 2,400 years ago, Protagoras championed the view that “knowledge is perception” and relatedly, that “man is the measure of all things.” In other words, he was one of the first full-blown relativists. In this class, we will examine just what it means to be a relativist, asking and answering the questions: Is it a good position to hold? Why or why not? To help us work through this topic, we will read one of Plato’s dialogues, some contemporary literature, and watch a number of related films.

**332 Philosophy of Religion (3 credits)** What is religion? Is there a God? What is the value of religious experience? Is it possible to be religious without being superstitious? Answers to these and related questions will be examined in the analytical manner appropriate to Philosophy.

**336 Ethics (3 credits)** Exploration of the major moral theories of the Western philosophical tradition (utilitarianism, deontology, virtue ethics), as well as challenges to this tradition. Students will examine questions concerning the possibility of moral knowledge and moral expertise, the relationship between reason and value, and the limits of our best attempts to grapple with the question of how to live.

*Prerequisite: at least one college course in Philosophy.*

**337 Philosophy of Art (3 credits)** Analysis of various points of view on such topics as the definition of art; aesthetic experience; the form, matter and content of art; emotion and expression; the psychological function of art; criticism; and evaluation. We will also ask, and attempt to answer, six fundamental questions: 1. What is art? 2. What is proper “aesthetic encounter” if any? 3. How do we evaluate a work of art? 4. Can we learn from art? 5. Why do we enjoy tragedy/horror? 6. Where is the artist in the work of art? Active class participation and interest in the material is crucial. *(ILS)*

**350 Topics in Philosophy (3-4 credits)** A course concentration on the thought of a single philosopher or school of philosophy, a major philosophical work or a specific problem in philosophy. The topic and the number of credits will be announced in advance each time the course is offered. Recent topics have included Love and Sexual Morality, Phenomenology, and Naturalism. Recent philosophers covered have included Kant, Nietzsche, Heidegger and Sartre. *(ILS)*

*Prerequisite: instructor permission is required.*

**370 Philosophy of Mind (4 credits)** What can a science such as psychology tell us about the working of the mind? What are the philosophies of some of the major psychological movements? While these topics constitute the broader context of the course, we also will explore issues such as the following: To what extent is one born with one’s ideas, skills or talents, and to what extent do these depend on one’s environment? How does the mind represent the external world? Do computers “think;” are they “conscious?” How does understanding of the brain affect understanding of human psychology? To what extent is human intelligence like that of other animals? *(ILS)*

**381 Ancient Greek Philosophy (4 credits)** This course is a survey of the major achievements and figures of Classical Greek philosophy and their influence on thinkers in the Hellenistic period and late antiquity. There will be a special focus on the thinkers Socrates, Plato, and Aristotle. Other schools of thought discussed will include the Sophists, Epicureanism, and Stoicism. Some major topics of the course will include Ancient Greek scientific views on the origins of the universe, the nature of the human soul, happiness, love, and friendship, and the ideal government.

**383 Modern Philosophy: Descartes to Kant (4 credits)** As Luther broke with the Catholic Church in the opening years of the sixteenth century, Copernicus dared to proclaim that the earth was not the center of the universe. The stage had been set for intellectual revolution; in virtue of the burgeoning success of scientific inquiry, paired with a renewed confidence in rationality, human beings began to perceive themselves as the “masters of the universe.” “Modernity” was ushered in as a previously unquestioned obedience to Church and God slipped away. In this class, we will carefully examine four philosophers who helped to shape this dramatic and rich moment in history: Descartes, Leibniz, Human and Kant (as well as a number of relatively unknown women philosophers).

**490 Senior Capstone Seminar (3 credits)** This course is designed to facilitate writing a senior thesis or capstone seminar paper in Philosophy. There are no required texts or required topics. There will be no lectures. The course will be run as a seminar. Each student will assign the rest of the class (including the instructor) short reading assignments pertaining to his/her thesis/paper research. Each week the students who assigned readings are responsible for leading class discussion (approximately 2-3 assignments per class). As the semester proceeds, each student will write and complete a research paper proposal and also complete a final paper based on this proposal.

*Prerequisites: Instructor's permission required.*

### **Philosophy Major Requirements**

10 courses in Philosophy to include:

<b>Six philosophy courses at 250-level or above</b>	<b>Four philosophy courses at 300-level or above</b>	<b>One Logic Course</b>	<b>Two History of Philosophy courses</b>	<b>One course in Values</b>	<b>Two recent philosophy courses*</b>	<b>Three philosophy electives</b>	<b>Philosophy Capstone</b>
		PHIL 236 Logic	PHIL 201 Classics of Philosophy  PHIL 381 Ancient Philosophy  PHIL 383 Modern Philosophy	PHIL 271 Values and Society  PHIL 336 Ethics	19th or 20th Century Philosophy  Contemporary Approaches to Philosophical Issues  A Major Philosopher of the Recent Past		PHIL 490 Senior Capstone Seminar

*\*Note: this requirement can be satisfied by taking courses on particular philosophers within these periods (e.g. a course on Plato, Aristotle, Hume or Kant)*

### **Philosophy Minor Requirements**

Minimum of 6 (3 or 4 credit) courses in Philosophy to include:

<b>At least 4 courses as 200-level or above</b>	<b>One of the following History of Philosophy courses</b>	<b>One course in Values</b>	<b>Four additional courses in Philosophy</b>
	PHIL 381 Ancient Philosophy PHIL 383 Modern Philosophy	PHIL 271 Values and Society PHIL 336 Ethics	



## Physics

**Faculty:** Lawrence Nienart; Kevin Schultz (Chair); Parker Troischt

### Major

Physics

### Minor

Physics

### About

Physics, the most fundamental of the sciences, deals with the laws describing the behavior of matter and energy. From the study of physics, students acquire not only knowledge of the subject itself, but valuable training in analytical thinking and a quantitative approach to problem solving which will be useful in both their professional and personal lives. At the same time, an understanding of the language and analytical methods of science, and of the fundamental principles of physics, offers preparation for life in a future heavily influenced by science and technology. A major or minor in physics can be combined with study in other disciplines to produce particularly strong future employment credentials.

Course requirements for the major in physics provide students with a broad and flexible background in the discipline, and enable them to develop analytical skills necessary to pursue a career in physics or a related field. Students are introduced to the major sub-disciplines within classical and modern physics: optics, relativity, mechanics, electricity and magnetism, thermodynamics, atomic and nuclear physics, quantum mechanics, and electronics. In addition, majors must take courses in general chemistry, calculus, and differential equations.

Beyond the minimum requirements, students can tailor their academic programs to meet their interests and needs. Students considering graduate study in physics, for example, are encouraged to take additional courses in physics and mathematics. In addition to advanced courses in an area of interest, majors can pursue a particular area through directed study with a faculty member. A senior project also is required for the major. Some recent senior projects include measuring the phase transitions in a ferroelectric solid, the drag force on a smooth sphere, and computer-generated holograms.

Those students interested in engineering can earn a B.A. degree in physics from Hartwick and an engineering degree from Clarkson University or Columbia University through the College's "dual degree" program. Arrangements with other institutions are possible as well. Under this program, a student spends three years at Hartwick and two at an engineering school, graduating with a bachelor's degree from each school. In addition, a student may complete four years at Hartwick, earning a bachelor's degree in physics, and then spend two years at the engineering school and earn a master's of science degree in engineering. Students interested in either option should begin their study of physics and mathematics early in their college career in order to fulfill requirements without difficulty.

Freshmen who may be considering a major in physics should take Light & Relativity (PHYS 160) and Single Variable Calculus (MATH 121) in their first term at Hartwick. However, a

full physics major may be completed starting as late as the beginning of the sophomore year, providing a student has taken Single Variable Calculus as a freshman.

## Physics Courses

**121 Astronomy (4 credits)** (3 one-hour lectures, 1 two-hour lab weekly) A survey of modern astronomy. Topics include gravitation, properties of light, optical instruments, spectra, the solar system, stars, nebulae, clusters, galaxies, pulsars, quasars, black holes and the creation of the universe. The laboratory includes study of astronomical measurements, with both daytime and nighttime observing sessions. Credit can be awarded for only one of the following courses: PHYS 121, PHYS 163. (LAB)

**125 Energy, Environment and Society (3 credits)** (3 one-hour lectures weekly) An investigation into the energy sources that make our modern world possible and the impact of those energy sources on the environment. Fossil fuels, nuclear energy, solar power, hydropower, wind power, and alternative energy sources will be investigated. The class will consider some major issues: What to do when we reach peak oil? What should we do in response to global warming? What changes are the students likely to see during their lifetimes?

**129 Physics of Everyday Objects (3 credits)** (3 one-hour lectures weekly) The "how-and-why" of the working of everyday objects from household appliances and television to the way electricity reaches our homes and how telephone calls are made. The inner workings of cars, ships, airplanes and spacecraft will also be studied.

*Prerequisite: open only to students with no previous college physics credit.*

**140 Principles of Physics I (4 credits)** (3 one-hour lectures, 1 two-hour lab weekly) An introduction to the basic principles of physics. The first term is devoted to the study of mechanics, the properties of matter, and heat and thermodynamics. Applications of physics to the life sciences are included. Laboratory work is an important component of the course. This course (plus PHYS 141) fulfills the physics requirement for biology, geology, and medical technology majors. (LAB)

*Prerequisite: Must have math level 3 or higher*

**141 Principles of Physics II (4 credits)** (3 one-hour lectures, 1 two-hour lab weekly) A continuation of PHYS 140. This course includes the study of wave phenomena, electricity and magnetism, optics and modern physics. Applications of physics to the life sciences are included. Laboratory work is an important component of the course. This course (plus PHYS 140) fulfills the physics requirement for biology, geology, and medical technology majors. (LAB)

*Prerequisite: a grade of C- or better in PHYS 140*

**150 Topics in Physics (3 credits)** Individual courses designed for non-science majors. The topics covered change from term to term. Possible topics include energy, modern physics and introductory electronics. Some topics courses include a laboratory component.

**160 Light and Relativity (4 credits)** (3 one-hour lectures, 1 three-hour lab weekly) An introduction to optics and Einstein's theory of relativity. Topics include geometric and wave optics, the special theory of relativity, and relativistic mechanics. Laboratory work includes a study of optical instruments, wave motion and computer simulation. The course is designed as a first course for entering freshmen who are considering the possibility of studying physics in some depth during their college career. The course is not designed for a non-science student to meet a LAiP requirement. If such a student is interested in the course they need to consult the instructor first. (LAB)

*Prerequisite: competence in high school algebra is required.*

**163 General Astronomy (3 credits)** (3 one-hour lectures weekly) An introduction to astronomy and astrophysics primarily for students whose major is in the Division of Physical and Life Sciences. Topics include methods of astronomy, stellar evolution, galactic structures and cosmology. Some observing sessions will be required. Competence in high school algebra is required. Credit can be awarded for only one of the following courses: PHYS 121, PHYS 163.

**201 General Physics I (4 credits)** (3 one-hour lectures, 1 three-hour lab weekly) Topics in the first term include the description of motion, forces, work and energy, momentum, rotational motion, oscillatory motion and gravitation. Laboratory work is an important component of the course. Calculus is used. This course and PHYS 202 fulfill the physics requirements for biology, biochemistry, chemistry, geology, mathematics (PHYS 201 only) and medical technology majors. (LAB)

*Corequisite/Prerequisite: MATH 121 must be taken previous to or concurrent with PHYS 201.*

**202 General Physics II (4 credits)** (3 one-hour lectures, 1 three-hour lab weekly) A continuation of PHYS 201. In this course, electricity, magnetism, light and electromagnetic radiation are covered. Laboratory work is an important component of the course. Calculus is used. This course and PHYS 201 fulfill the physics requirements for biology, biochemistry, chemistry, geology, and medical technology majors. (LAB)

*Prerequisite: a grade of C- or better in PHYS 201. MATH 235 must be taken previous to or concurrent with PHYS 202.*

**265 Electronics (4 credits)** (3 one-hour lectures, 1 three-hour lab weekly) An introduction to modern electronics. Topics include circuits, amplifiers, signal processing, practical instrumentation and logic circuits. Both discrete components and integrated circuits are discussed and used in laboratory experiments illustrating digital and analog applications. Offered alternate years. (LAB)

*Prerequisite: MATH 121 AND PHYS 140 OR PHYS 201*

**271 Mathematics for the Physical Sciences (3 credits)** In this class we will cover topics in mathematics that are relevant to the physical sciences. These topics include, but are not limited to, integrals, series, complex algebra, ordinary differential equations, matrices, and Fourier techniques. Emphasis will be on applications of the mathematics and not on proofs.

*Prerequisite: MATH 233*

**305 Atomic and Nuclear Physics (4 credits)** (3 one-hour lectures, 1 three-hour lab weekly) Introductory modern physics and quantum theory. Some of the topics studied are Compton scattering, the hydrogen atom, an introduction to Schrodinger quantum mechanics, nuclear structure, and elementary particles. Laboratory work includes measurement of atomic and nuclear particles, the Franck-Hertz experiment, spectroscopy, and computer simulation of an accelerator. Offered alternate years. (LAB)

*Prerequisites: PHYS 201 AND PHYS 202*

**314 Thermodynamics and Statistical Physics (4 credits)** (3 one-hour lectures, 1 three-hour lab weekly) A study of relationships between thermodynamic variables and the statistical interpretation of these relationships. Topics studied include definition of temperature; the first and second laws of thermodynamics; entropy; properties of ideal gases and real substances; and statistical descriptions of systems of particles, including quantum statistics. Laboratory experiments emphasize the methods of measuring various thermodynamic variables. Offered alternate years. (LAB)

*Prerequisites: PHYS 201 AND PHYS 202*

**318 Optics (4 credits)** (3 one-hour lectures, 1 three-hour lab weekly) A study of geometrical and physical optics. Topics studied in class and emphasized in laboratory experiments include refraction, lenses and lens systems, interference, Fresnel and Fraunhofer diffraction, polarization, and quantum optics. Offered alternate years. (LAB)

*Prerequisites: PHYS 201 AND PHYS 202*

**344 Astrophysics (3 credits)** This course provides an introduction to the ideas and foundations of astrophysics with a focus on cosmology. We first discuss how to use basic observations in astronomy in order to determine stellar properties through physical laws and how to classify stars on the H-R diagram. Topics covered will include blackbody radiation, Bohr atom, Kirchoff's laws, photometry, radiative flux and the H-R diagram. Cosmology will then be covered using a Newtonian treatment, which will allow the introduction of several important concepts without having to discuss relativity. Using this knowledge, we will move on to discuss many aspects of modern cosmology using the full solutions of Einstein's equations. Topics will include: the Friedman equation, geometry of the universe, Hubble's Law, cosmological models, the cosmic microwave background radiation, Big Bang nucleosynthesis, inflation and some advanced topics.

*Prerequisites: PHYS 201 AND PHYS 202, PHYS 121 OR PHYS 163, AND MATH 121, MATH 233 AND MATH 235.*

**361, 362 Classical Mechanics I & II (3 credits)** (3 one-hour lectures weekly) A study of the kinematics and dynamics of bodies in motion. The first term is a study of Newtonian mechanics. Topics include the harmonic oscillator, central forces and gravitation. The second term includes Lagrangian dynamics, small oscillations, and the inertia tensor. Offered alternate years.

*Prerequisites: PHYS 201 AND MATH 311*

**401, 402 Electricity and Magnetism I & II (3 credits)** (3 one-hour lectures weekly) A detailed study of the principles of electricity and magnetism. During the first term topics include electrostatics, dielectrics, electric currents, magnetic fields, and electromagnetic induction. Topics covered during the second term include the magnetic properties of matter, plasmas, Maxwell's equations, and electrodynamics. Offered alternate years.

*Prerequisites: PHYS 201, PHYS 202, AND MATH 311*

**410 Quantum Mechanics (3 credits)** (3 one-hour lectures weekly) Basic postulates of quantum mechanics and their physical meaning. Topics include potential wells and barriers, the

harmonic oscillator, the hydrogen atom, electron spin and perturbation theory. Offered alternate years.

*Prerequisites: PHYS 201, PHYS 202, PHYS 305 AND MATH 311*

**PHYS 489 Pre-Thesis Research (1 credit)** (1 one-hour meeting weekly) This course is intended for senior Physics majors in the process of organizing and beginning their thesis research projects. This course requires independent guided research with one one-hour meeting per week or the equivalent. Student achievement will be evaluated by:

1) weekly progress on the research and by 2) the quality/content of a draft of the project introduction (featuring the problem and purpose of study, physics background, previous study and methods sections), as well as an initial project bibliography. *Permission from the faculty project advisor required.*

**490 Senior Project (3 credits)** Experimental or theoretical research project. Students work on a project of their choice under supervision of a faculty member. The results of the work are presented to the department in both written and oral form.

**Physics Major Requirements:**

Minimum of 16\* courses in physics, chemistry and mathematics, distributed as follows:

Ten courses in Physics	Four courses in Mathematics	Two courses in Chemistry*	Recommended for freshman interested in using the observatory	Students considering graduate work in Physics	Suggested advanced Mathematics courses
PHYS 160 Light and Relativity	MATH 121 Single Variable Calculus	CHEM 107 General Chemistry I <b>AND</b>	PHYS 163 General Astronomy	PHYS 362 Advanced Classical Mechanics	MATH 220 Linear Algebra
PHYS 201 General Physics I	MATH 235 Advanced Single Variable Calculus	CHEM 108 General Chemistry II <b>OR</b>		PHYS 402 Electricity and Magnetism II	MATH 341 Complex Variables
PHYS 202 General Physics II	MATH 233 Multivariable Calculus	CHEM 109 Accelerated General Chemistry			MATH 411 Partial Differential Equations
PHYS 265 Electronics	MATH 311 Differential Equations				
PHYS 271 Mathematics for the Physical Sciences					
PHYS 305 Atomic and Nuclear Physics					
PHYS 314 Thermodynamics and Statistical Physics <b>OR</b>					
PHYS 318 Optics					
PHYS 361 Classical Mechanics I					
PHYS 401 Electricity and Magnetism I					
PHYS 410 Quantum Mechanics					
PHYS 489 Pre-Thesis Research					
PHYS 490 Senior Project					

\*Number of courses required for the major is reduced by one if CHEM 109 Accelerated General Chemistry is taken instead of CHEM 107 General Chemistry I and CHEM 108 General Chemistry II.

**Physics Minor Requirements:**

**Minimum of five courses numbered 160 or above, including**

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PHYS 201 General Physics I

PHYS 202 General Physics II

PHYS 305 Atomic and Nuclear Physics

Grades for all courses taken in physics are used to calculate the average in the major for Departmental Distinction.

## Political Science

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**Department Chair:** Amy Forster Rothbart

**Faculty:** James Buthman, Jing Chen, Laurel Elder

### Major

Political Science

### Minor

Political Science

### About

The study of political science acquaints students with the principal concerns of the discipline and allows them to develop a critical outlook on the political universe around them. The political science faculty is committed to graduating well-rounded individuals mindful of their connectedness in this interdependent world. Our curriculum is designed to help students meet the moral and intellectual challenges of citizenship.

Courses in U.S. Government examine important aspects of the U.S. political system including governmental institutions as well as the political behavior of individuals and groups. International Relations involves the study of factors governing relations among state and non-state actors in global politics. Comparative Politics provides an analytical framework for studying states and regions in their rich diversity—economic, cultural, ethnic, and political. Courses in Political Theory examine the evolution of political ideas and concepts.

The department participates in several interdisciplinary programs including: the Legal Studies minor, the Women and Gender Studies minor, the Environment, Sustainability and Society major, and the Global Studies major.

The department frequently directs off-campus programs. Additionally, the department provides a wide array of internship opportunities to help students deepen their understanding of political institutions and processes through experiential learning.

Many Hartwick Political Science graduates go on for advanced studies and earn graduate degrees in Political Science or allied fields. Some find employment working for government officials and agencies at the local, state, national and international level, and others employ their degree as advocates/organizers for various causes, as history or government teachers, journalists, and research analysts, among many other interesting careers. A substantial number of Political Science majors go on to law school.

## Political Science Courses

### A. United States Politics

**101 U.S. Government and Politics (3 credits)** An examination of American national government and politics. Required of political science majors and minors and recommended for anyone wishing to take upper-level courses in the department.

**210 State and Local Government (3 credits)** An examination of the structure, functions and problems of contemporary state and local government in the U.S. federal system.

*Prerequisite: POSC 101 OR POSC 107*

**220 Congress and the Presidency (3 credits)** An examination of the legislative process and the role of presidential leadership in the making of the nation's public policy, with particular attention given to the constitutional and political dimensions to the contest of power between the two branches.

*Prerequisite: POSC 101 OR POSC 107*

**230 Courts and Judicial Process (3 credits)** Examines the role and structure of the judiciary, the judicial process, and how judicial decisions affect, and are affected by, society. The primary focus is the Supreme Court but the course also covers other federal courts and the state courts. Topics include: the courts and the constitution, models of judicial decision-making, judicial selection, the judicial process, the courts and public opinion, and the courts and democracy.

*Prerequisite: POSC 101 OR POSC 107.*

**232 Mock Trial (2 credits)** Students learn how a trial works. Topics include the fundamentals of case preparation, courtroom procedure, witness questioning, and rules of evidence. Especially appropriate for students in Hartwick's pre-law program and those preparing to participate in inter-collegiate mock trial competitions. Typically offered fall term.

*Prerequisite: Any 100-level POSC course.*

**240 Women, Men, and Politics (3 credits)** Explores the different treatment and political behavior of men and women within the American political system. Examines policies that discriminated against women as well as policies that have attempted to promote equality between the sexes. Other topics include the gender gap in terms of political views, voting behavior, running for office, and legislative behavior.

*Prerequisite: POSC 101 OR POSC 107 OR any Women's and Gender Studies course.*

**243 Religion and Politics in America (3 credits)** Explores the influence of religion in American politics from the late 18th century through the present. Topics include the views of the founders on religion, the First Amendment and its interpretation, voting patterns of key religious groups, religiously motivated political activism, and the religious views of political elites.

**260 Public Opinion and Voting (3 credits)** Examines the political ideology, attitudes, and behavior of Americans. Topics include the origins of political attitudes, the influence of public opinion on political elites and policy, voter turnout levels, and voting behavior in congressional and presidential elections.  
*Prerequisite: POSC 101 OR POSC 107.*

**270 Constitutional Law and Government Power (3 credits)** An exploration of Supreme Court decisions that have established the boundaries of legitimate government action in the United States. Special attention is given to decisions that have drawn lines between state and federal power and have expanded or limited the capacity of various levels of government to address important social and political problems, including poverty, racial conflict, and environmental degradation. Typically offered alternate years.  
*Prerequisite: POSC 101 OR POSC 107 OR POSC 280*

**280 Constitutional Law and Civil Rights (3 credits)** An exploration of Supreme Court decisions that have established the range of individual rights and the meaning of legal equality in the United States. Topics may include freedom of speech and press, religious freedom, privacy rights, rights of the accused, gay and lesbian rights, racial equality, and gender equality. Offered alternate years.  
*Prerequisite: POSC 101 OR POSC 107*

**290 Environmental Politics and Policy (3 credits)** An introduction to the issues and concepts of environmental policy, to policy analysis and the role of the analyst, to the process of policy making in the U.S., and to current U.S. environmental policy and its implementation. Attention is given to environmental politics in the national and international arenas.  
*Prerequisite: POSC 101 OR POSC 107*

**292 Public Policy (3 credits)** A study of the concepts and methods of public policy analysis, with emphasis on formulating policy problems, developing solutions, and use of analysis in the policy-making process. The cause, consequences, and performance of national public policies and programs are investigated.  
*Prerequisite: POSC 101 OR POSC 107*

**310 Parties and Elections (4 credits)** An investigation of the role of political party's elections in U.S. politics, with heavy reliance upon the empirical research of electoral behavior and of the effects of parties upon the electoral and governmental process. (EL)  
*Prerequisite: POSC 101 OR POSC 107*

**320 Public Administration (3 credits)** An examination of the principles of public administration: organization and management in the public sector with special emphasis upon personnel, budgeting, taxation, public policy making and administrative accountability. (ILS)  
*Prerequisite: POSC 101 OR POSC 107*

**330 Politics of Race and Ethnicity (3 credits)** Examines the political experiences of African Americans, Hispanics, and other racial/ethnic groups in the United States. Explores the formal and informal barriers to equality that these racial and ethnic groups have faced, as well as the strategies they have employed to bring about political change. This course is additionally appropriate for students with an interest in ethnic studies. (ILS, DIV)  
*Prerequisite: POSC 101 OR POSC 107*

**340 Media and Politics (3 credits)** A look at the free media as an essential aspect of a representative democracy. This course explores the American news media in depth, critically examines its contents and politics, and discusses its impact on the attitudes of citizens, election outcomes, the behavior of politicians, and the policies that do and do not get enacted. (ILS)  
*Prerequisite: Any 100-level POSC course*

**370 Environmental Law (3 credits)** This course examines current environmental law at the federal, state and local levels to provide students with an overview of how environmental law is structured, where it originates from, and how to research issues in environmental law. We will examine the various segments of environmental law that affect individuals and business and we will work on building an appreciation for the importance of environmental law to all parts of society. The course is designed to help students learn about the tools available with which they will be able to research issues within environmental law to a greater degree as their interests develop. (ILS, WL3)  
*Prerequisite: POSC 101 or 107, ENSS 160, or instructor permission*

**380 Energy Politics (3 credits)** This course examines current energy policy issues through the lens of public policy theories, examining institutions, stakeholders, and legal/regulatory frameworks. Students will learn about current energy policy challenges and opportunities by analyzing what governmental and non-governmental groups do to affect energy choices in the United States, how power is shared between the federal and the state governments, and how communication between interests affected by energy policies develops. The goal is to develop an appreciation for the complex influences on energy policy in the United States. (ILS)  
*Prerequisite: POSC 101 or 107, ENSS 160, or instructor permission*

## **B. International Relations**

**105 International Relations (3 credits)** An introduction to politics among and across nation-state, non-state and transnational actors. Competing theories on concepts such as power, security, nationalism, nation building, and the emerging international system are examined. Other issues examined include: the uneven global economy, globalization, patterns of cooperation and conflict, conflict resolution, international organization and law, human rights, and political transitions. Some country case studies are used to provide comparative analyses of issues across political settings.

**205 U.S. Foreign Policy (3 credits)** A study of U.S. foreign policy, the politics of how that policy is formulated and implemented, and the consequences of that policy for other states. Themes and trajectories in U.S. policy history such as isolationism, international activism, intervention, hegemonic presumption, strategic alliances, arms control, and unilateralism, among others, are reviewed with focus upon the sources, goals, and assumptions of U.S. policy. Approaches to U.S. national security (broadly defined) are examined as students assess the values underpinning the projection, use, and preservation of U.S. power in the post-Cold War world.

*Prerequisite: POSC 101 OR POSC 105 OR POSC 108*

**215 International Organizations (3 credits)** This course is designed to provide students with a deeper understanding of leading organizations and processes that enable order, stability, and cooperation in the international system. It examines critical approaches to the study of international organizations and the impact these organizations exert on various issues and areas of the contemporary world. It also evaluates the United Nations and the European Union and analyzes the unique functions both perform and the novel challenges both are confronted within an increasingly more complex and interdependent world. Typically, students also will study the work of a nongovernmental organization, so as to understand how such NGOs develop and the philosophical and political challenges they face. Typically offered alternate years.

*Prerequisite: POSC 105 OR POSC 108.*

**245 The Model UN (1 credit)** This course is a one-credit companion to Hartwick's Model United Nations Club. It meets throughout the fall semester in conjunction with the club. The course is tied to participation in an off-campus Model UN Conference. Students are taken through the process of resolution writing, inter-state negotiation, committee work, and are generally prepared to represent the assigned country or countries. Prerequisite: permission of instructor. Students can take this course up to four times for academic credit, however, only 3 of these credits can count towards the Political Science major or minor.

**305 Comparative Foreign Policy (3 credits)** An examination of foreign policies and policy decision making of major world or regional actors, including an examination of the historical dynamics influencing policy making, the system-level (global) sources facilitating states' strategic opportunities and constraints, and the domestic factors shaping foreign policies in these countries. From a comparative standpoint, the course evaluates foreign policy decision making with regard to each country's regional imperatives and standing in the world, their foreign policy formulation vis-a-vis each other, and their relations with the world's most dominant power, the United States. Examples of states likely to be included: China, Russia, India, Brazil, Egypt, Germany, Israel, South Africa. Typically offered alternate years. (ILS)

*Prerequisites: POSC 205*

**315 Rising Powers (3 credits)** An examination of significant changes in the diffusion of power across states and the resulting

emergence of "rising powers" in global affairs such as Brazil, China, Russia, India, Turkey and others. We will study the expanding influence and presence of 5 or 6 rising powers, the factors contributing to ongoing global power shifts and the effects of recent power shifts on state behavior and international relations. Study will also focus upon a growing list of global challenges that will require wide collaboration among current and rising powers if they are to be addressed successfully. (ILS)

*Prerequisite: POSC 105 OR POSC 108 AND 1 course in international/comparative politics at the 200 level*

**325 Global Environmental Governance (3 credits)** An exploration of how environmental challenges are addressed across state borders. It considers how national institutions, stakeholders and political cultures interact with international actors, norms and institutions to shape both national level and global outcomes. The course looks at power and legitimacy in international environmental governance, and explores the way environmentally crucial states participate in global environmental initiatives. It focuses on the management of several specific environmental issues, which may include efforts to address climate change, protect biodiversity, and manage hazardous wastes. (ILS)

*Prerequisite: POSC 105 OR POSC 108 AND one course in international/comparative politics at the 200 level.*

**335 International Law (3 credits)** An introduction to the role of public international law, including an evaluation of both historical and contemporary perspectives on the operation of international law, the nature and sources of international law, the rights and obligations of states (including why states and non-state actors comply with and violate international law), and issues dealing with sovereignty, international treaties, territoriality, and international adjudications. It also will examine how international law applies to the use of force and human rights and also seek to understand the role international law plays in U.S. foreign policy. (ILS)

*Prerequisite: POSC 105 OR POSC 108*

### ***C. Comparative Politics***

**108 Intro to Comparative Politics (3 credits)** An exploration of how history, culture, institutions, economics and interests shape politics in other lands. The course focuses on the political systems and policy processes of at least five different countries from various regions of the globe. In addition to introducing the variety of political systems currently in existence, each country study will allow for a look at various sub-fields of study within comparative politics—for example, state formation, contentious politics, nationalism, democratization, political institutions, and political culture.

**208 Russian Politics (3 credits)** An evaluation of the history, politics, and economics of Russia and its "near abroad" (the countries of the former Soviet Union). The course will examine the post-Communist transitions that have been taking place in the political, economic and social realms and the different form they have taken in different states. Particular attention will be given to

questions of democratization and authoritarian consolidation, integration into regional and international organizations, and changes in the political economy.

*Prerequisite: POSC 105 OR POSC 108*

**218 Central Asian Politics (3 credits)** A study of the politics of the states of Central Asia, with particular focus on the post-Soviet “stans” - Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan - as well as on Afghanistan. Because the region has historically been a crossroads and a source of competition among powerful states, the course will examine the way this has influenced the region over time and the role played by powers such as Russia, China, the European Union and the United States today. Particular attention will be paid to questions of national identity, political transition, economic change, the role of Islam, and relations among Central Asian states.

*Prerequisite: POSC 105 OR POSC 108*

**POSC 228 Authoritarian Systems (3 credits)**

This course explores the similarities and differences among non-democratic systems, examining questions such as how authoritarian states legitimize themselves, how authoritarian institutions function, the different types of state-market relationships in non-democracies, and the way in which political and social change takes place in authoritarian systems. The course will also examine the issues posed by powerful authoritarian states for international cooperation and for American foreign policy.

*Prerequisite: POSC 105 OR POSC 108*

**248 Middle East Politics (3 credits)** An examination of factors shaping political systems in the Middle East and North Africa, with special focus on global contexts, resource politics, economic change, women’s status, and political transitions. While studying the politics of individual states and sub-regions within the MENA states, students will explore the rich cultural history of the region, and examine the impact on politics of ethnic and racial diversity, regional income gaps, religious diversity, and radical Islam. POSC 105 or POSC 108 is recommended.

**278 East Asian Politics (3 credits)** An examination of the politics of China, Japan, Korea, Taiwan, and several other states in the region. Students will evaluate these states’ politics and economics from the 20th century, particularly in the post-WWII period. The focus will be on transitions to market economies, the transition to and consolidation of democracy, the impact of civil society, and major challenges facing these states in the 21st century.

*Prerequisite: POSC 105 OR POSC 108*

**288 African Politics (3 credits)** An examination of the governments, politics and policies of African states. Topics to be covered include: colonial legacies; current political and economic models across African states; political transitions toward more open government; ethnic politics and conflict; environmental stress; and other challenges and opportunities confronting African countries as they develop their systems of governance. Africa’s position in global politics and economy will

also be examined. African literature and music, group projects, student reports and discussion of current African events will all be employed in learning. Typically offered alternate years.

*Prerequisite: POSC 105 OR POSC 108*

**D. Political Theory**

**107 Freedom, Equality, and Power (3 credits)** An introduction to political thought. Students explore influential ideas about politics through careful study of important works from earlier eras as well as our own.

**227 Justice and Virtue: Classical Political Ideas (3 credits)** Students investigate the ideas that shaped and emerged out of pre-modern political life, including arguments about the nature of justice and of political virtue. Authors may include Plato, Aristotle, Cicero, Seneca, Augustine, Aquinas, Machiavelli, and others.

*Prerequisite: POSC 101 OR POSC 107 OR any Philosophy course.*

**247 Rights and Revolution: Modern Political Ideas (3 credits)** Students investigate key political ideas of modernity, including arguments over the legitimacy of revolution and over the nature and scope of individual rights. Authors may include Hobbes, Locke, Rousseau, Wollstonecraft, Marx, Nietzsche, Dewey, Arendt, Fanon, Gandhi, and others.

*Prerequisite: POSC 101 OR POSC 107 OR any Philosophy course.*

**317 American Political Thought (3 credits)** Students investigate significant themes in political thought in the American colonies and the United States. The course focuses on ideas about central conflicts in American political life—including conflicts over race, ethnicity, gender, and the role of government. Readings include both formal theoretical works and works intended to directly shape public opinion. (ILS)

*Prerequisite: POSC 101 OR POSC 107*

**347 Politics, Culture, and the Arts (3 credits)** Students investigate the relationship between politics and art. In addition to readings, course materials include works of visual art, film, music, literature, and theatre. (ILS)

*Prerequisite: Any 100-level POSC course, OR any ART OR MUSI course.*

**357 Democratic Theory (3 credits)** What is democracy? How much citizen participation does democracy demand? How does a diverse citizenry affect the pursuit of democracy? Does democracy demand free markets? Or does it demand a carefully regulated economy. Through theoretical and empirical works, students examine democratic theory and practice. (ILS)

*Prerequisite: POSC 101 OR POSC 107*

**377 Seminar in Philosophy of Law (3 credits)** (same as PHIL 377) Philosophical questions about such topics as the nature of law, the function of legal systems, the meaning of legal terms,

legal reasoning, justice, law and morality, theory of punishment. (ILS)

*Prerequisites: POSC 101 OR POSC 107 OR relevant Philosophy Course*

### **E. General**

**150, 250, 350 Topics in Political Science (3 credits)** Special topics are considered in depth. Prerequisite depends on the topic.

### **F. Internship**

**395 Internship (3 credits)** Internships in government and in the non-profit or private sector with significant government involvement. Developed by interested students in consultation with a department faculty advisor and a field supervisor representing the organization that offers the internship. A maximum of six credits accepted toward a major and three credits toward a minor.

*Prerequisite: at least one POSC on campus course, the consent of a member of the Political Science faculty to serve as academic advisor, and the approval of the department chair and the internship coordinator.*

### **G. Methods and Senior Thesis**

**209 Political Science Research Methods (3 credits)** This course, required of all Political Science majors, focuses on how to conduct research in political science and how to interpret and critically assess the research of others. Reviews the scientific method and focuses on the stages of the research process including: how to develop a good research question, how to find and effectively utilize existing research, how to generate plausible hypotheses and measure the variables in hypotheses, when and how to employ different research designs and data collection techniques, and how to statistically analyze data to determine what the data are saying about the political world. Offered once or twice each year.

*Prerequisites: POSC 101 OR POSC 107 AND POSC 105 OR POSC 108.*

**489 Thesis Methods (1 credit)** This course must be taken the same term as POSC 490, and focuses on how to design and carry out the senior thesis research project. Thesis students meet with the Political Science faculty to discuss issues such as the literature review, hypothesis development, research design, data collection, and argument development. Students are assigned to report on aspects of their thesis research throughout the semester. (Note: Neither POSC 489 nor POSC 490 are offered during January Term.)

*Prerequisite: POSC 209 AND registration for POSC 490 the same semester.*

**490 Senior Thesis (3 credits)** Each senior major is required to write, in consultation with a faculty member within the department, a research paper that demonstrates the ability to investigate and analyze a problem in depth and to defend it before fellow students and the political science faculty in a public forum.

*Prerequisite: POSC 209 AND registration for POSC 489 the same semester.*

**Political Science Major Requirements:**

12 courses (minimum of 34 credits) in Political Science, distributed as follows:

<b>Twelve courses in Political Science (minimum 34 credits)</b>	<b>Seven additional courses in Political Science</b>
POSC 101 U.S. Government and Politics <b>OR</b> POSC 107 Freedom, Equality, and Power	At least 3 classroom courses at the 300-level
POSC 105 International Relations <b>OR</b> POSC 108 Introduction to Comparative Politics	
POSC 209 Political Science Research Methods	
POSC 489 Senior Thesis Methods (must be taken the same semester as POSC 490)	
POSC 190 Senior Thesis	

The department encourages all majors to acquire a broad exposure to the discipline by sampling courses in all four of the principal areas of study.

A model program would include at least one course above the 100 level from each of the following areas:

- (A) U.S. Politics
- (B) International Relations
- (C) Comparative Politics
- (D) Political Theory

*\*Note: This model is required for departmental distinction.*

**Political Science Minor Requirements:**

<b>Minimum of 6 courses in Political Science (18 credits)</b>	<b>At least one classroom course at the 300-level</b>	<b>Three additional courses in Political Science</b>
POSC 101 U.S. Government and Politics <b>OR</b> POSC 107 Freedom, Equality, and Power		
POSC 105 International Relations <b>OR</b> POSC 108 Intro to Comparative Politics		

## Pre-Law

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### Program Coordinator

Laurel Elder (Political Science)

### Program

Pre-Law

### About

The Pre-law Program at Hartwick consists of aims pursued within the liberal arts education provided by our Liberal Arts in Practice curriculum and a major in the arts and sciences, rather than a specific pre-professional major or sequence of required courses. The pre-law program coordinator at Hartwick provides guidance to students interested in law-related careers.

### Requirements

A successful application to law school depends on a combination of academic achievement, significant participation in campus activities, and an above average score on the Law School Admission Test. Most law schools are looking for “A” and high “B” students.

Following the guidelines of the Association of American Law Schools, we recommend individualized courses of study that:

- provide basic information about economic, political, and social institutions
- cultivate an appreciation for historical documentation and analysis
- develop skills in oral and written use of the English language
- develop the ability to think creatively and critically through deduction, induction, and by analogy

The coordinator counsels students to educate themselves broadly, challenge themselves in a major, and maintain a high academic average. Popular majors for pre-law students are English, political science, economics, and philosophy. Opportunities to become familiar with the practice of law itself are available through internships and job-shadowing programs.

The following courses that are offered at Hartwick are directly relevant to the legal field:

- Introduction to Law (SOVI-250)
- Courts and Judicial Process (POSC-230)
- Constitutional Law (POSC-270 & POSC-280)
- Business Law (BUSA-310 & BUSA-311)
- Philosophy of Law (POSC-377)
- Environmental Law (POSC-370)
- International Law (POSC-335)
- Criminal Justice (CRMJ-110 / SOCI-285)
- Criminology (CRMJ-310 / SOCI-301)
- Mock Trial (POSC-232)

Courses that complement an interest in law and help prepare one for law school are:

- Logic (PHIL-236)
- Microeconomics (ECON-101)
- State and local Government (POSC-210)

- Environmental Politics and Policy (POSC-290)
- Human Rights (SOVI-225)
- Juvenile Delinquency (SOVI-311 / CRMJ-320)
- U.S. Government and Politics (POSC-101)
- Public Administration (POSC-320)
- Any department research methods

Hartwick pre-law students have been accepted at a broad range of excellent law schools, including:

- Cornell University
- Syracuse University
- The University of Vermont
- Wake Forest University
- George Washington
- Boston University
- University of Buffalo
- Albany Law
- Pace
- University of Maine

### 3+3 Law Program with Albany Law School

Under this program, highly qualified students are automatically admitted to Albany Law School after their third year at Hartwick. During students’ first year at Hartwick, they apply to Albany. Students are accepted on the strength of their high school record and undergraduate potential. They receive a bachelor’s degree from Hartwick after successfully completing three years at Hartwick and their first year of study at Albany Law School

## Psychology

**Department Chair:** Justin Wellman

**Faculty:** Lisa Onorato; William Kowalczyk; Helana Girgis

### Major

Psychology

### Minor

Psychology

### About

Hartwick's rigorous psychology program emphasizes the scientific method and empirical approach in its study of human behavior and mental processes. Experimental psychologists are committed to the idea that through objective empirical observations, progress can be made in understanding, predicting, and modifying behavior. Students who major in psychology acquire knowledge of major theoretical frameworks and hone research skills in observation, experimental design, data analysis, and scientific report writing.

A major in psychology provides an appropriate background for a variety of professions in which an understanding of the principles of human behavior is important. Graduate study in medicine, law, human factors, neuroscience, or social work, as well as in psychology, might all follow an undergraduate major in psychology. The undergraduate program in psychology, like pre-medical and pre-law programs, does not provide the specialized training needed to be a professional psychologist, which requires a graduate degree as an indication of competence.

## Psychology Courses

### Introductory Courses

**110, 111 Psychological Science I, II (3 credits)** An introduction to the science of behavior and mental processes. The major psychological systems, theories, methods, and disciplines will be covered. PSYC 110 is offered every fall and covers topics such as neuroscience, learning, and developmental psychology. PSYC 111 is offered every spring and covers topics such as social psychology, perception, cognitive psychology, and clinical/counseling psychology. Neither course has a prerequisite.

**273 Health Psychology (3 credits)** An examination of how psychological factors influence human health. A variety of sub-disciplines in psychology will be examined to illustrate their impact on both health behavior and health outcomes.

*Prerequisite:* PSYC 110 **OR** PSYC 111; minimum grade B-

### Courses in Psychological Research Skills

**290 Psychological Research Methods (3 credits)** Quantitative and qualitative research methods of psychology, observation and collection of data, experimental design, APA journal style writing.

*Prerequisite:* at least a B- in PSYC 110 **OR** PSYC 111.

**291 Experimental Statistics (3 credits)** Statistics, reduction, display and analysis of data, interpretation and reporting of results. (*QFR*)

*Prerequisites:* PSYC 110, PSYC 111, **AND** at least a C+ in PSYC 290

### Core Courses

**301 Developmental Psychology (3 credits)** Theories and representative research on the psychological factors that influence development from conception to adulthood. This will include genetic foundations and the following areas: physical, perceptual, cognitive, language, emotional, personality, morality, social and atypical development. It will focus on understanding these issues through an evolutionary and biopsychosocial perspective of development. *Prerequisites:* PSYC 110, PSYC 111, **AND** at least a C+ in PSYC 290

**302 Clinical Psychology: Abnormal (3 credits)** A discussion of our present day understanding of the prevalence, biological, psychological and environmental causes, psycho- and pharmacotherapies, and classification of psychological disorders. Disorders discussed will include anxiety disorders, affective disorders (Depression and Bipolar), schizophrenia, and neurological disorders.

*Prerequisites:* PSYC 110, PSYC 111, **AND** at least a C+ in PSYC 290

**303 Social Psychology (3 credits)** The social influences upon an individual's attitudes and behavior are considered.

*Prerequisites:* PSYC 110, PSYC 111, **AND** at least a C+ in PSYC 290

**304 Cognitive Psychology (3 credits)** The acquisition, storage, retrieval and use of knowledge. Topics include perception, attention, pattern recognition, imagery, memory, problem solving, knowledge, reasoning, and decision making.

*Prerequisites:* PSYC 110, PSYC 111, **AND** at least a C+ in PSYC 290

**305 Biopsychology (3 credits)** In-depth analysis of how neurobiological factors influence the way we act, think, and feel. What are the biological bases of learning, cognition, sleep, sexual behavior, energy regulation, sensations, movements, and emotions?

*Prerequisites:* PSYC 110, PSYC 111, **AND** at least a C+ in PSYC 290

**306 Clinical Psychology: Personality (3 credits)** Major theories of personality including psychoanalytic, humanistic, behavioral, cognitive, and trait are discussed in depth. In addition, research on the relationship between personality and human social behavior is covered.

*Prerequisites:* PSYC 110, PSYC 111, **AND** at least a C+ in PSYC 290

**307 Motivation and Emotion (3 credits)** An in-depth examination of the nature of affect, emotion, and physiological arousal, and the role they play in the goal-directed behaviors of everyday life. A wide variety of goals types and domains will be considered, ranging from conscious to nonconscious, and from specific to global.

*Prerequisites: PSYC 110, PSYC 111, AND at least a C+ in PSYC 290*

#### **Research Courses**

**350 Research in TBA (4 credits)** Research in special topics (to be announced). Only 350 courses with the title "Research in" can be used to fulfill the Research Course requirement.

*Prerequisites: will vary, but all sections require at least a C+ in PSYC 290 AND PSYC 291*

**361 Research in Developmental Psychology (4 credits)** This course will begin with a thorough review of developmental research methods. An emphasis is placed on developing scientific writing, presentations, and critical thinking about experimental methods. Students may participate in data collection, data organization, primary and secondary analyses. (EL)

*Prerequisites: at least a C+ in PSYC 290, PSYC 291, AND PSYC 301*

**362 Research in Clinical Psychology (4 credits)** Students will engage in the process of clinical psychology research. This may include developing research ideas, designing studies, running participants as well as conducting primary or secondary analyses. (EL)

*Prerequisites: at least a C+ in PSYC 290, PSYC 291, AND PSYC 302 OR PSYC 306*

**363 Research in Social Psychology (4 credits)** Experimental research in social psychology will be conducted. (EL)

*Prerequisites: at least a C+ in PSYC 290, PSYC 291, AND PSYC 303 OR PSYC 307*

**364 Research in Cognitive Psychology (4 credits)** Experimental research in cognition will be conducted. Students will learn to program original experiments on psychology-experiment software and learn advanced SPSS statistical analyses. (EL)

*Prerequisites: at least a C+ in PSYC 290, PSYC 291, AND PSYC 304.*

**366 Research in Learning (4 credits)** This course will begin with a survey of basic principles of learning, addressing issues such as the conditions necessary for learning to occur. We will then examine a few theories of learning in detail and design and conduct animal experiments to test predictions derived from some of these theories. (EL)

*Prerequisites: at least a C+ in PSYC 290 AND PSYC 291*

#### **Capstone Experience**

**488 Senior Capstone (4 credits)** This course is offered fall and spring semesters. Students seek an off-campus academic internship in psychology the semester prior to enrolling in the course. All internships must be registered with Career Services and approved by the course instructor. Sample placements include local hospitals, Hospice, Job Corps, Springbrook, local schools, etc. During the Capstone semester, students spend several hours per week on site at their work placement and several hours in a regularly scheduled class for discussions relating theory to practice. At the end of the semester, students will be expected to demonstrate integrative learning in both written and oral reports describing how the Capstone experience has contributed to personal growth, recognition of differences and diversity among people, interpersonal relationships, ethics, job skills, and perhaps most important, discussing the underlying principles and theories of psychology that form the basis for the experience.

*Prerequisites: at least a C+ in PSYC 290 AND PSYC 291*

**490 Senior Thesis (4 credits)** Individual study, whereby students, under the close supervision of a thesis advisor, conduct experimental research to test original hypotheses.

*Prerequisite: departmental approval*

**Psychology Major Requirements:**

39 credits in Psychology, distributed as follows:

Introductory Courses*	Psychological research skills courses*	Four core Psychology courses selected from**:	Two Research courses selected from:	Capstone experience	Three additional Psychology credits
PSYC 110 Psychological Science I <b>AND</b> PSYC 111 Psychological Science II  <i>*At least a B- in either PSYC 110 or PSYC 111 is required to progress in the major</i>	PSYC 290 Psychological Research Methods** <b>AND</b> PSYC 291 Experimental Statistics  <i>*At least a C+ is required in PSYC 290 OR PSYC 291 in order to progress in the major</i>  <i>**PSYC 290 may only be taken once for Psychology credit</i>	PSYC 301 Developmental Psychology	PSYC 361 Research in Developmental Psychology	PSYC 488 Senior Capstone <b>OR</b> PSYC 490 Senior Thesis	
		PSYC 302 Clinical Psychology: Abnormal <b>OR</b> PSYC 306 Clinical Psychology: Personality	PSYC 362 Research in Clinical Psychology		
		PSYC 303 Social Psychology <b>OR</b> PSYC 307 Motivation & Emotion	PSYC 363 Research in Social Psychology		
		PSYC 304 Cognitive Psychology	PSYC 364 Research in Cognitive Psychology PSYC 366 Research in Learning PSYC 350 Research in TBA		

*\*\*Either PSYC 302 Clinical Psychology: Abnormal OR PSYC 306 Clinical Psychology: Personality (but not both) may be used to satisfy the core course requirement.*

*NOTE: PSYC 110 Psychological Science I OR PSYC 111 Psychological Science II, PSYC 290 Psychological Research Methods, PSYC 291 Experimental Statistics, and all courses numbered 360 and higher must be taken within the department.*

**Psychology Minor Requirements:**

A department-approved program of 22 credits in Psychology, distributed as follows:

Introductory courses	Psychological research skills courses	One core course	One research course	Three additional credits in Psychology
PSYC 110 Psychological Science I <b>AND</b> PSYC 111 Psychological Science II	PSYC 290 Psychological Research Methods			
	PSYC 291 Experimental Statistics			

Departmental Distinction requires at least a 3.50 Psychology GPA, 3.30 cumulative GPA, and A- in either PSYC 488 **OR** PSYC 490.

Grades for all courses taken in Psychology are used to calculate the average in the major, as well as the average for Departmental Distinction.

## Public Health

**Program Coordinator:** Cherilyn Lacy (History)

**Faculty:** Melonie Walcott, MPH, PhD-Public Health

**Affiliated Faculty:** Mary Allen (Biology); Connie Anderson (Anthropology); James Buthman (Political Science); Stephanie Carr (Biology); Elena Chernyak (Sociology); Lisle Dalton (Religious Studies); Carlena Ficano (Economics); Reid Golden (Sociology); Kristin Jones (Economics); Malissa Kano-White (Theater Arts); Cherilyn Lacy (History); Karl Seeley (Economics); Karina Walker (Spanish); William Kowalczyk (Psychology); Justin Wellman (Psychology)

### Steering Committee

Connie Anderson (Anthropology); James Buthman (Political Science); Lisle Dalton (Religious Studies)

### Major

Public Health

### Minor

Public Health

### About

As a collective endeavor to promote well-being, public health needs people who can understand health from a variety of perspectives and who are dedicated to promoting and protecting the health of all members of society. The newly created major in public health brings to bear the interdisciplinary resources of the liberal arts on the challenges of building healthier communities in an increasingly complex and dynamic world. It holistically combines foundational concepts in the science of human health and disease with theories and methods of public health data collection, and an appreciation of the socioeconomic and cultural factors that impact health.

The public health major also emphasizes the value of experience out in the community, where students can put into practice the ideas and methods they have learned in their public health courses. Fieldwork, whether through a course, a clinical placement, or an internship, is a core component of the public health major. Hartwick College's location in a town that is a regional hub for healthcare and social services is ideally suited to a focus on the urgent contemporary issues related to rural public health. As the world becomes increasingly urban, resources essential to health become more concentrated in cities, creating economic, educational, and healthcare challenges for rural populations. Hartwick's network of local community partners in the Susquehanna Valley region, and its off-campus J-Term courses in places like Thailand, Dominican Republic, and South Africa, afford rich opportunities for students to engage meaningfully with public health where affordable and sustainable solutions are most needed.

Upon completing a major in public health, students will be prepared for a broad array of career or graduate study opportunities in fields that include epidemiology, biostatistics, health education, health policy, environmental health, emergency preparedness, health communications, consumer health and safety, and community health project management.

## Public Health Courses

**100 Foundations of Public Health (3 credits)** This course will introduce students to the core concepts and methods in public health, a field that has long been understood as the "science and art of preventing disease, prolonging life, and promoting physical health and efficiency through organized community efforts." Through a brief survey of the history and philosophy of public health as it has developed in the United States and in other regions of the world, this course will offer students an initial exposure to some of the methods and tools of public health data collection. A closer, more-detailed examination of a few case studies will increase students' understanding of the ethical, economic, and policy-related dimensions of public health, and why communications and knowledge of the underlying science of human health and disease are essential to successful public health initiatives.

**110 Global Public Health (3 credits)** This course will introduce students to the core concepts and methods in the field of global health. National Institutes of Health has proposed definition for global health as collaborative trans-national research and action for promoting health for all. This course focuses on common health problems faced by the human population as a whole. The course explores foundations of global health as a professional and academic discipline, and provides an overview of global health research methods and social determinants of health. Other topics covered in this introductory course include: prevention of neonatal and pediatric deaths worldwide, chronic non-communicable diseases and aging, prevention and control of infectious diseases, environmental health, major initiatives to address global concerns like tuberculosis, malaria, HIV/AIDS; emerging issues of globalization and global health like emerging infectious diseases and bioterrorism, and the priority areas for global health in the 21st century.

**200 Epidemiology (4 credits)** This course will introduce core descriptive and analytical epidemiological concepts such as the epidemiological triad, natural history of disease, measurement of occurrence of disease and screening criteria. Students will review and outline various epidemiological study methods including clinical trials, case control, cohort, and cross sectional as they relate to risk association and causation. They will also compare genetic and environmental influences on health; and test the efficacy of disease prevention and treatment programs, evaluation of health services and policy implementation. Throughout the course, students will learn of ethical principles applying to epidemiology. An emphasis in this course will be on student engagement involving case study review, real-life application and student led projects on current public health issues. (*QFR*)

*Prerequisite/Corequisite: MATH 108 OR PSYC 291 OR SOCI 383*

**490 Senior Capstone in Public Health (3 credits)** In this course, students will research an issue in public health that is relevant to the cohesive theme they designed for their major and write a formal research paper analyzing the issue.

*Prerequisites: Senior, Public Health major status; completion of at least 35 credits in the Public Health major, including PUBH 100, PUBH 110, AND PUBH 200.*

## Public Health Major Requirements

38 credits distributed as follows:

Foundations courses	12 credits of approved Public Health electives from the list below forming a cohesive theme relevant to the student's interest in Public Health	At least 3 courses (minimum of 9 credits) must be taken at the 300-level or above (this may include core courses)	Fieldwork equivalent to a 2 credit internship (80 hours)	Senior Capstone
PUBH 100 Foundations of Public Health			PUBH 495 Public Health Internship <b>OR</b> RELS 365 Near Death Experience <b>OR</b> NURS 336 Rural Health Nursing	PUBH 490 Senior Capstone in Public Health
PUBH 110 Global Public Health				
BIOL 163 Human Biology <b>OR</b> *BIOL 206 Anatomy and Physiology I <b>OR</b> *BIOL 207 Anatomy and Physiology II <b>OR</b> BIOL 210 Microbiology of Disease <b>OR</b> BIOL 304 Medical Physiology <b>OR</b> BIOL 306 Microbiology <b>OR</b> BIOL 312 Molecular Biology of the Cell <b>OR</b> BIOL 314 Immunology <b>OR</b> BIOL 315 Pathological Processes <b>OR</b> BIOL 319 Human Anatomy and Physiology I <b>OR</b> BIOL 320 Human Anatomy and Physiology II <b>OR</b> BIOL 344 Pathophysiology <b>OR</b> PSYC 305 Biopsychology  <i>*BIOL 206/207 are courses for Nursing majors only</i>				

MATH 108 Statistics <b>OR</b> PSYC 291 Experimental Statistics <b>OR</b> SOC 383 Quantitative Analysis				
POSC 292 Public Policy <b>OR</b> POSC 290 Environmental Politics and Policy <b>OR</b> POSC 320 Public Administration <b>OR</b> SOC 350 Healthcare Policy				
PHIL 336 Ethics <b>OR</b> PHIL 250 Healthcare Ethics <b>OR</b> PHIL 250 Bioethics <b>OR</b> PHIL 250 Moral Psychology				

### Public Health Electives

Students majoring in public health are required to define a cohesive theme for their chosen electives, in consultation with their advisor in the major, as part of PUBH 100 Foundations of Public Health. This is part of developing a vital “habit of mind” for future graduate study or careers in public health – namely, the ability to recognize the intersection of multiple factors in matters of public health.

Students identify an area of public health that interests them (such as rural public health, community health education, healthcare administration, diet and nutrition, environmental health, global health) and the electives that will help them acquire relevant knowledge and methodologies in this area. Students may count **no more than two courses** from a single department in their electives for public health.

The list of approved public health electives will be reviewed and revised periodically by the Public Health Steering Committee to reflect course and seat availability, as well as the creation of new courses. Some electives have pre-requisites, yet students coming to the public health major from other majors may already have completed those pre-requisites, and professors may choose to waive pre-requisites at their discretion.

Public Health Electives		
ANTH 181 Introduction to Forensic Osteology (FYS)	ANTH 223 Cultural Anthropology	ANTH 235 Biological Anthropology
ANTH 341 Cultural Ecology	ANTH 361 Medical Anthropology	ANTH 367 Anthropology of Violence
BIOL 242 Peoples and Plants of Thailand	BIOL 315 Pathological Processes	BIOL 317 Exercise Physiology
BIOL 344 Pathophysiology	BUSA 230 Organizational Behavior	CHEM 107 General Chemistry I
CHEM 108 General Chemistry II	ECON 150-250 Health Economics	ECON 318 Environmental Economics

EDUC 102 Educational Psychology	ENCH 315 Environmental Chemistry	ENGL 115 Men, Manhood & Culture (FYS)
GEOL 110 Environmental Geology	HIST 162 Health and Disease in Modern World History	HIST 241 Environmental Injustice
HIST 283 History of Medicine and Public Health	HIST 383 Epidemics in Modern History	INTR 166 Introduction to Women's and Gender Studies
MATH 121 Single Variable Calculus	NURS 336 Rural Health Nursing	PHYS 125 Energy, Environment & Society
POSC 215 International Organizations	POSC 240 Women, Men, and Politics	POSC 320 Public Administration
POSC 325 Global Environmental Governance	PSYC 250 Addictive Behaviors	PSYC 273 Health Psychology
PSYC 301 Developmental Psychology	RELS 341 Religion & Medicine	RELS 365 Near Death Experience
SOCI 115 Introduction to Social Work	SOCI 311 Juvenile Delinquency	SOCI 322 Population & Ecology
SOCI 350 Healthcare Administration	SOCI 350 Introduction to Counseling	SOCI 381 Sociology of Health & Medicine
SPAN 240 Spanish for the Professions	THEA 250 Applied Theater	

**Public Health Minor Requirements:**

Minimum of 20 credits distributed as follows

<b>Foundations courses</b>	<b>Ten credits of approved Public Health electives selected from the list above</b>	<b>At least 1 course must be taken at the 300-level or higher (minimum of 3 credits)</b>
PUBH 100 Foundations of Public Health		
PUBH 110 Global Public Health		
PUBH 200 Epidemiology		

Grades for all courses taken in Public Health are used to calculate the average in the major for Departmental Distinction.

## Religious Studies

**Faculty:** Sandy Huntington, Chair; Lisle Dalton; Gary Herion; J. Jeremy Wisniewski (Associate Professor of Philosophy)

### Major

Religious Studies

### Minor

Religious Studies

### About

The world's great religions are centered on the quest to find meaning and purpose in human life and existence. Religious beliefs and practices in various ways address not only what it means to be human, but also concepts such as good and evil, right and wrong. These beliefs and practices, in turn, help to shape the character of individual societies and cultures. Therefore, knowledge of religion and its various manifestations is indispensable to a study of the diverse social and cultural phenomena we encounter in the world around us.

Hartwick's curriculum covers three areas. One focuses on the monotheistic traditions. Various courses in biblical studies take a historical approach examining the Bible in terms of its ancient historical and cultural contexts. Other courses in this area focus on Judaism, Christianity and Islam, providing students with an understanding of the impact that these Middle Eastern traditions have had upon the Western cultural heritage.

The second area covers the religious traditions of the Asian world, particularly Buddhism and Hinduism. There are also opportunities for studying other isolated non-Western religions (Sikhism, Zoroastrianism, Confucianism, Taoism, Shinto, Jainism). The primary aim is to provide students with fundamental conceptual frameworks for understanding the major non-Western cultures of the world in which these various religious traditions have been influential.

The third area deals with recent and contemporary religious expression in the West and includes courses on religion in the United States, new religious movements, and the relationship between religion and modern culture, including literature, science, medicine, entertainment, technology, politics, and social change. These courses use historical, literary, philosophical, and social scientific approaches to explore the challenges faced by religious traditions during the modern era, as well as their dynamism and adaptability.

Special study opportunities available through the department include off-campus programs in India, the Middle East, Washington DC, and New York City, usually offered periodically during January Terms in alternate years. Furthermore, because Oneonta is uniquely situated within a few hours drive of various important Buddhist, Christian, Jewish, Muslim, and Hindu monasteries and centers, efforts are made to incorporate field trip experiences into regular course offerings. Courses also visit sacred sites, museums, and memorials in major urban centers such as Washington, DC and New York City.

Each student who wishes to major in Religious Studies must develop a program of study in the discipline in consultation with a faculty advisor. Majors also are encouraged to complement

their study with courses in a variety of other disciplines which will enable them to understand more fully the interconnections among religion, history, literature, philosophy, the social sciences, art, and the sciences. Many students majoring in other departments choose to continue their interest in religion and religious phenomena by pursuing a minor in Religious Studies. Guidelines for both major and minor are described below.

Students with a special interest in combining the study of Philosophy with Religious Studies can pursue one of three degree options: 1) an 18-course double major; 2) a ten-course major (with senior thesis) in one program and a six course minor in the other; or 3) a 14-course major in Philosophy and Religious Studies, with one senior thesis bridging both disciplines. Students should meet with members of the Department of Philosophy and Religious Studies to design the degree program that best suits their interests.

The departmental program offers the breadth and depth of study to prepare students to better understand the world, its diverse people and cultures, the challenges of the future, and the resources of the religious imagination that may help inspire us to engage the world and the future more responsibly. In the past, religious studies graduates have been drawn to careers in a diverse range of professions, including law, journalism, medicine, teaching, counseling, public relations, community organization, not-for-profit agencies, and even government service. Some have gone on to religious vocations, from Christian ministers to Buddhist monks. Others have chosen to continue the academic study of religion at the graduate level.

## Religious Studies Courses

### Surveys

**103 Religious Diversity in America (3 credits)** A survey of major and minor religious traditions found in the United States, covering the colonial era to present.

**105 The Bible Goes to Hollywood (3 credits)** A comparison of well-known OT and NT stories with film depictions of those stories, critically analyzing plot, character, theme, and other aspects of storytelling. Usually offered during J Term as an FYS.

**106 World Religions (3 credits)** An introduction to the study of comparative religion, focusing on how such basic concepts as myth, ritual, gods and systems of purity are handled in the great religious traditions of the world.

**107 Religion and Popular Culture (3 credits)** An exploration of the religious dimensions of American popular culture with emphasis on film, Broadway musicals, television, monster mythology and sports. Generally offered during J Term.

**110 Introduction to the Bible (3 credits)** A survey of the collections of texts comprising the Bible, with the aim of identifying the key themes and concepts developed in these diverse writings.

**115 Religious Cults (3 credits)** An examination of alternative religions including treatment of historical and contemporary groups. Topics include formation and development of “new religions,” social and psychological motives for joining, leadership, relations with the mainstream, legal issues, and violence.

**123 Pluralism and Fundamentalism (3 credits)** This course explores the diversification of American religion and the social and intellectual challenges that arise from religious pluralism. It also examines the role of Protestant fundamentalists and evangelicals in American life (*FYS*)

**146 Sacred Space in America (4 credits)** A exploration of the concept of sacred space, including an introduction to theories and methods used to study sacred spaces, religious architecture, monuments and memorials, and spiritual beliefs related to American landscapes. Includes various field trips to sacred sites. Usually offered during J Term. (*EL*)

**150, 250, 350, 450 Topics in Religion (3-4 credits)** From time to time, the department offers new courses that examine selected topics in Religious Studies. The subjects of these courses vary, and have included philosophical theology, religious literature, the psychology of religion, social movements, religious architecture, and religious views of the natural world. The content and level of these courses will be announced in advance and all will include “TIR” (topics in religion) in the title.

#### *Topical Courses*

**211 The New Testament (3 credits)** An historical examination of the development of the early Christian tradition reflected in the four Gospels and in the other New Testament writings. Attention will be given to the cultural world in which the New Testament was written.

**221 Hinduism (3 credits)** An exploration of the world of Hinduism, a religion originating in India that includes not only a multitude of gods and goddesses and powerful techniques of meditation, but also some of the world’s subtlest philosophies.

**222 Buddhism (3 credits)** An exploration of a religion that grew from the experience of a prince who lived in India 600 years before Jesus, examining how his influential teachings spread throughout South and Southeast Asia.

**235 Judaism (3 credits)** An examination of the historical development of the Jewish cultural heritage from antiquity up to the modern day, focusing on the diverse forms in which it has been expressed, and the role that religion has played in its development.

**237 Christianity (3 credits)** An examination of the Christian tradition from its beginnings as a Jewish movement through its

establishment as a world religion. Attention will be given to the religious, literary, liturgical, and theological trends that have defined Christianity across the centuries.

**239 Islam (3 credits)** An introduction to the life and career of Muhammad, the Quran, the history of Islamic civilization, Islamic mysticism, the struggles between traditional Islam and modernization, and the resurgence of Islamic fundamentalism, focusing on issues of unity and diversity within the faith.

**241 Religion and Science (3 credits)** An examination of the key ideas, events, individuals and movements that have shaped the interaction of religion and science from the Scientific Revolution to the present. Emphasis on the varied models of interaction between science and religion, as well as current ethical, educational, and political debates.

**243 Religion and Politics in America (3 credits)** Explores the influence of religion in American politics from the late 18th century through the present. Topics include the views of the founders on religion, the First Amendment and its interpretation, voting patterns of key religious groups, religiously motivated political activism, and the religious views of political elites.

**245 Studying Religion: Vodou/Voodoo (3 credits)** An introduction to basic theories and methods used by scholars to study religious phenomena. Emphasis on both classic theories from anthropology, sociology, and psychology, as well as more recent scholarship that focuses on race, class, gender, and popular culture. Includes case studies of vodou in Haiti and voodoo in the United States.

#### *Special Studies and Seminars*

**307 Religion and Literature (4 credits)** “Who am I?” We take this question as the starting point for religious enquiry into the nature of human identity. What if I’m not really a fixed, unchanging thing, but rather nothing more than a fictional construct, an imaginary character in an unfinished narrative? Through a close reading of several short stories and novellas, we will see how a strong sense of self is both essential to our well-being and, simultaneously, the single largest obstacle to religious experience. (*ILS*)

**341 Religion and Medicine (3 credits)** An interdisciplinary survey of the various dimensions of the relationship between religion and medicine. Topics include healing practices of traditional shamanic societies, healing in major Western religious traditions, alternative healing groups, ritual aspects of modern medical practice, biomedical ethics, illness narratives, and groups that reject mainstream medicine. (*ILS*)

**347 Religion and Nature (4 credits)** An interdisciplinary seminar that explores the relationships between human beings, their religious traditions, and the Earth’s living systems. (*ILS*)

**363 The Philosophical Religion of Yoga (4 credits)** In this course student go deeply into the South Asian Yoga tradition associated, in particular, with Patanjali’s Yoga Sutras. In conjunction with our reading and discussion, students will spend

some time each day actually practicing Hatha Yoga and seated meditation under the guidance of qualified teachers. (EL)  
*Prerequisite: Permission of the instructor is required.*

**365 Near Death Experience (4 credits)** A sustained investigation into death and dying in contemporary America. Students serve as volunteers with the local Hospice, visiting for an hour every week with a person who has been told that he or she has less than six months to live. Class meetings are used to discuss these visits in the context of various relevant readings, and to receive instruction in basic techniques of "mindfulness meditation" -- a type of contemplative practice useful in working with anxiety and stress. (EL)  
*Prerequisite: Permission of the instructor is required.*

**490 Senior Capstone/Thesis (3 credits)** Required of all majors. Students either complete a Capstone Seminar on current issues in the field of Religious Studies, or complete a Senior Thesis advised by one of the Religious Studies faculty.

**Religious Studies Major Requirements:**

Complete nine 3-4 credit courses in Religious Studies, plus a senior project (RELS 490) for a minimum of 30 credits.

Complete 2 courses from core subject areas*			Complete at least 5 courses at the 200-level or above	Senior Project
<i>Monotheistic Traditions</i>	<i>Asian Traditions</i>	<i>Contemporary Western Religions</i>		RELS 490 Senior Project
RELS 105 The Bible Goes to Hollywood	RELS 106 World Religions	RELS 103 Religious Diversity in America		
RELS 110 Introduction to the Bible	RELS 221 Hinduism	RELS 107 Religion and Popular Culture		
RELS 235 Judaism	RELS 222 Buddhism	RELS 115 Religious Cults		
RELS 237 Christianity	RELS 307 Religion and Literature	RELS 123 Pluralism and Fundamentalism		
RELS 239 Islam  RELS 103 Religious Diversity in America  RELS 146 Sacred Space in America  RELS 243 Religion and Politics in America  RELS 341 Religion and Medicine	RELS 363 The Philosophical Religion of Yoga	RELS 146 Sacred Space in America		
		RELS 241 Religion and Science		
		RELS 243 Religion and Politics in America		
		RELS 245 Studying Religion: Vodou/Voodoo		
		RELS 341 Religion and Medicine		
		RELS 347 Religion and Nature		

\*NOTE: with permission of the department, Topics in Religion courses may be used to satisfy distributional requirements.

Students may petition to have one course from another department counted toward the Religious Studies major. Students wishing to explore this possibility should consult with the Religious Studies faculty.

**Recommended Sequence:**

Students are strongly encouraged to take at least two of the survey courses (100 level) with two different instructors early in their college careers, certainly by the end of the sophomore year.

**Religious Studies Minor Requirements:**

<b>Six Religious Studies Courses (18 credits)</b>	<b>At least one course from each of the three core subject areas</b>
Must be departmentally approved	

## Social Work Minor

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**Program Coordinator:** Elena Chernyak

**Faculty:** Reid M. Golden; Ryan Ceresola; Elena Chernyak;  
Barbara Smith *Adjunct Faculty*; Denise Newvine

**Major**

N/A

**Minor**

Social Work

**About**

The minor in Social Work is designed to familiarize students with the social work profession and areas of work, social service systems, and major social welfare programs. This is an excellent minor for students interested in combining a primary academic area (major), such as sociology, psychology, political science, public health, nursing, anthropology or global studies with the study of complex social problems, social welfare systems, social services and professional social work content. A minor in social work should be of interest to those who intend to pursue a career in the social work field - a growing and high demand profession.

### *Mission Statement*

The Hartwick College Social Work minor program prepares students to advance the well-being of individuals, families, and communities and is committed to promoting social justice through advocacy, community partnerships, and action. Through excellence in teaching, research and service and emphasizing respect for the social, political, and cultural diversity of upstate New York population, the Social Work minor program develops practitioners, advocates, leaders, and scholars to serve vulnerable population on the micro-, mezzo-, and macro-levels and to contribute to the development and dissemination of social work knowledge and skills.

### *Values*

The social work program supports the core values of the social work profession, reflecting the six value elements of the [National Association of Social Workers' Code of Ethics](#) and two value elements added by the Council on Social Work Education. These elements include:

- Service
- Social justice

- The dignity and worth of the person
- The importance of human relationships
- Integrity
- Competence
- Human rights
- Scientific inquiry

These values provide the foundation for the mission and goals of the social work program and Hartwick College social work program curriculum.

The social work minor program provides a rigorous curriculum grounded in the liberal arts and geared to promote the knowledge, values and skills used in the social work field that can be applied across settings and diverse populations. The program also promotes critical thinking skills, as well as ethical and competent social work practice consistent with the mission and objectives of the social work profession. To this end, the *program goals include:*

- to provide student with a comprehensive background in the social welfare system in the United States, its relationship to the market economy, and the historical, political, and cultural factors that shape its course
- to provide students with the opportunity to explore in depth some of the challenging issues confronting individuals and society and to familiarize themselves with available services and programs aimed at improving of the quality of life for individuals, families, communities and society
- to help students better understand the work of social work professionals who work with and within agencies and state, federal, and tribal governments
- to prepare professionals who understand and respect social and cultural diversity at the local, national, and international levels
- to contribute to the development of social work knowledge by promoting student and faculty research in the social work field in general and, more particularly, research to enhance the quality of social work education and practice.

### **Social Work Minor Requirements**

A total of eight courses—five required/core courses and three electives. The coursework must total a minimum of 25 credits.

<b>Core courses</b>	<b>One methods course</b>	<b>Internship/Field Placement</b>	<b>At least 3 electives from the following</b>
SOCI 105 Introduction to Sociology	SOCI 3XX Social Work Research Methods	Complete a 120 hours agency-based field experience in a social work-related setting	SOCI 211 Sociology for the Family*
SOCI 115 Introduction to Social Work	<b>OR</b> SOCI 385 Qualitative Research Methods		SOCI 305 Counseling Skills*
SOCI 371 Social Policy and Social Welfare	<b>OR</b> SOCI 381 Quantitative Research Methods		SOCI 261 Gerontology*
	<b>OR</b> PSYC 290 Psychological Research Methods		SOCI 320 Social Psychology* <b>OR</b> PSYC 303 Social Psychology (cannot count both)
			SOCI 111 Controversial Social Issues*
			SOCI 370 Health Care Policy*
			SOCI 381 Sociology of Health and Medicine
			SOCI 250 Special Topics in Social Work (i.e. mental health, substance abuse)
			SOCI 250 Generalist Social Work Practice**
			SOCI 250 Direct Social Work Experience**
			PSYC-110 Psychological Science I <b>OR</b> PSYC 111 Psychological Science II
			PSYC 250 Addictive Behaviors
			PSYC 273 Health Psychology
			PSYC 301 Developmental Psychology
			PSYC 302 Clinical Psychology: Abnormal
	PSYC 304 Cognitive Psychology		

*A maximum of 10 credits may be double-counted toward a major and the Social Work minor.*

**Note:**

*\*Courses currently taught at Hartwick in the Department of Sociology*

*\*\*These courses have not yet been taught at Hartwick College but may be offered later when the program is in progress based on Faculty availability and needs to offer new courses.*

## Sociology

**Interim Department Chairs:** Laurel Elder (Political Science) and Amy Forster-Rothbart (Political Science)

**Faculty:** Reid M. Golden; Ryan Ceresola; Elena Chernyak; Barbara Smith *Adjunct Faculty: Denise Newvine*

### Major

Sociology

### Minor

Sociology

### About

Sociologists investigate human relationships and interaction at interpersonal, organizational, institutional, societal, and global levels.

Sociology provides insight into social relationships among individuals, couples, families, organizations, political institutions, social movements, and globally. It examines social structuring based on race, ethnicity, nationality, sex, religion, age, and class. The study of sociology as part of a liberal education helps students develop a critical understanding of the workings of societal forces.

The department presents a wide range of theoretical perspectives. Research areas include health, demography, social and political history and movements, youth, criminology and criminal justice, rural poverty, social welfare, public policy, third world studies, human rights, domestic violence, indigenous rights, and globalization.

In addition to a rich theoretical mix, the department encompasses a broad range of pedagogical approaches. Faculty utilize videos, participant observation exercises, role playing, ethnography, film analysis, basic and advanced statistical analysis, journal writing, community-based advocacy and service learning, field trips, faculty-student collaborative research, and guest speakers as well as traditional lectures in their teaching.

While most department courses consider issues of race, class and gender, the department also offers specific courses examining issues of race, class, gender, and cultural identity in the U.S. Many of our courses fulfill the requirements for the Race and Ethnic Studies Program. Race and Ethnicity and Multiculturalism are entry level courses for this minor. We also have a departmental affiliation with the Women's and Gender Studies Program.

Special study opportunities available through the department include off-campus programs in Ireland and Charleston, NC. Other opportunities include social advocacy work with agencies and organizations, internships in related careers in the local community and in other locations throughout the country, and community-based service-learning projects. Majors may also participate in the College-affiliated Great Lakes Colleges Association Philadelphia Urban Semester. The Hardy Chair Lecture Program grants students the special opportunity to interact with nationally and internationally recognized scholars and practitioners.

The Sociology major is composed of six required courses, and five electives. Electives may be organized to construct a focused area of study (eg. social work, community advocacy, social and political rights and social movements). In addition, the department offers a minor and major in Criminal Justice (CRMJ).

All CRMJ courses with the exception of CRMJ 490 Senior Thesis may count as electives, with the exception of SOCI 383 Quantitative Analysis/CRMJ **390 Quantitative Analysis in Criminal Justice** may not count towards both majors.

*Please note: If you are in the 3-year or Education Program, you will need to take both Classical Theory and Qualitative Methods in fall and Contemporary Theory and Quantitative Methods in the spring of your sophomore year.*

*Please note: If you wish to combine a sociology major and criminal justice minor, you must complete all requirements for both including 8 total electives (5 sociology and 3 from CRMJ minor list). The only course that may count for both the sociology major and CRMJ minor is CRMJ 390 Quantitative Methods in Criminal Justice.*

A major in Sociology prepares students for graduate study in the discipline, as well as in a variety of other fields including law, counseling, teaching, social work, public health, education and criminal justice. The understanding of how people interact and behave in groups provides an excellent background for a wide range of careers in such fields as law enforcement, business, education, and government service. In addition, majors have used their background in sociology to pursue careers in communications, community relations, human resources management, and community organizing and advocacy.

## Sociology Courses

**105 Introduction to Sociology (3 credits)** What is sociology? How do sociologists go about their work? Sociology as a distinctive perspective on human behavior. The links between personal experience and wider social forces are explored while covering the main fields of the discipline.

**111 Controversial Social Issues (3 credits)** This course provides students with an opportunity to be exposed to the controversial social issues of our time. Throughout the term we will examine several controversial issues, such as terrorism, human trafficking, war, health care, and other major areas of social concern. In doing so, we will read the arguments of leading social scientists and then debate the basic assumptions and values of each position.

**115 Introduction to Social Work (3 credits)** This course provides an overview of social work profession and introduces students to the knowledge, skills, and values necessary for generalist social work in contemporary society. It introduces the social work ethics, values, and basic practice principles, examines the social work theories and major methods of social work practice, and explore the social work services. Social welfare services, policies, and their historical origins will be presented along with the unique experiences of diverse and at-

risk populations affected by various social problems. This course also explores current social issues such as poverty, violence, alcohol and other drug use, mental illness, crime, health care issues and discrimination. To enhance this understanding, this course examines underlying cultural assumptions as well as personal values. Throughout this course, students will examine the roles of social workers in addressing these social problems.

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**130 Women and Religion (3 credits)** Religion has an essential effect on the development of any society since it impacts religious norms and models of behavior, establishes priorities and values, influences gender relations, predetermines roles, and influences the establishing certain traditions, laws, and customs. This course focuses on the role of women in five of the world's major religions: Hinduism, Buddhism, Judaism, Christianity and Islam. It examines the traditional theological principles and the practical laws that have directly impacted women and women's lives within these religious traditions. Specifically, this course will explore how women from different parts of the world have been treated as members of various religious groups, how women have practiced religion, and how their beliefs and life experience have differed from those of men.

**150 Topics in Sociology (3 credits)** Special topics of current interest will be considered in depth, examples include experiences of children, introductions to social psychology.

**211 Sociology of the Family (3 credits)** This course explores the social and cultural dynamics of families in industrialized countries. It examines family as an institution with a social and cultural history. The course engages the theoretical and historical definition of family, patterns and shifts in marriage and partner selection trends, and changes in family structures in modern societies. It begins with an exploration of the meaning of the family in sociological, historical, and cultural terms followed by discussion of marriage and partner selection in historical context. The course explores changes in family forms, peoples' perceptions of marriage and family, people's intentions to marry, form families and have children. Students will be actively engaged in discussions of changes in family structure, factors that caused or affected these changes, and the processes that resulted in those changes. The course takes an in-depth look at the meaning of marriage and the family in theoretical terms by discussing the question of what makes a family, the values

inherent to family life, and the possibilities for redefining the meaning of family. (*ILS*)

*Prerequisite: SOCI 105*

**230 Sociology of Environment** In this course, we will use a sociological lens to talk about the ways in which the human and environment interact. We will deal with issues of the complex social processes that define, create, and actually harm our natural environment. We will pay attention to social problems, corporate crime, and government negligence that affects the environment, but we will also investigate why we think about the environment as something decidedly distinct from the human being. We will critically self-examine, and come to terms with how we, in our daily lives, serve to reinforce environmental distinctions and differences. We will also examine the steps that are being undertaken by modern social movements, environmental activists, and law enforcement agencies that serve to counteract environmental inequality and potential catastrophe. Through it all, we will maintain a focus on understanding the environment in both a macro- and micro-lens: we are the environment, and the things we do matter (more than we might think they do).

*Prerequisite: SOCI 105*

**238 Irish Culture and Society I (3 credits)** This course is a dialectic between modern Irish society and Irish history, each examined from the sociological perspective. Early Irish History – This first part sets the context for the course by looking at how history has uniquely shaped modern Irish society. During this section we will explore Ireland up through and including the reformation and Cromwellian invasion. Sociology in Ireland - Next we introduce the discipline of sociology and start to examine Irish society from a sociological perspective. We will spend a significant amount of time examining the specific development of Irish culture. Modern Irish Society – In order to understand modern Irish society, we need to look at social institutions and social indices. Irish Culture - The values and beliefs of the Irish are reflected in their culture. For this section we need to return to some history to examine such issues as the Diaspora, the famine, and the revolutionary movements. Modern Irish society – It is here where we look more closely at the puzzle of Northern Ireland as well as the impact of the so-called Celtic Tiger on the Republic. It is also here where we need to examine the modern dimensions of race, class and gender in Ireland.

**240 Women and Social Change (4 credits)** This course investigates how societies structure gender and how race, class, and gender intersect. It analyzes gender from interpersonal, interactional, institutional, historical, and cross-cultural points of view. The goal of the course is to formulate a theoretical and practical understanding of gender and gender inequality as it exists today and to develop strategies to create more egalitarian systems. Community organizing/ group work component. Specific topics include: feminist theory, women of color, political struggles, reproductive justice, economic justice, body politics. Substantial community-based work is required. (*EL*)

*Prerequisite: SOCI 105*

**250 Topics in Sociology (3-4 credits)** Special topics of current interest will be considered in depth. Examples of recent 250 topics courses include, criminal justice, social construction of the drug war, and Irish culture and society. More than one topic may be taken for credit.

*Prerequisite: SOCI 105 OR as specified.*

**251 Race and Ethnicity (3 credits)** This course examines racial and ethnic relations in American society. What structural factors allowed for the relative success of some groups while denying the success of others? What roles have racism, prejudice and discrimination played in the American experience? Current issues in U.S. race/ethnic relations also are explored.

*Prerequisite: SOCI 105*

**261 Gerontology (3 credits)** This course provides an overview of the social aspects of aging in America and beyond. The students explore how the elderly affect society and how society affects the elderly. The students analyze the impact of an aging population on key social institutions such as the family, religion, the economy, the political system, and the health care industry and examine the interaction of the elderly with society and with these social institutions. This course is designed to understand "ageism", to view aging as a phase of growth and development, and to raise student's awareness about the later stages of human life cycle and the needs and challenges facing the current generation of older adults. It explores economic, social, and political perspectives, behavioral, and biological aspects of aging and the ways aging affects areas such as sexuality, family relations, friendship, personality, work, and leisure.

*Prerequisite: SOCI 105*

**305 Counseling Skills (4 credits)** This course facilitates the development of counseling skills and provides foundational education in core helping skills necessary to the preparation of counselors, teachers, and other professionals involved in human service delivery. While the counseling profession operates in a variety of settings, this course focuses on the helping strategies and interventions applicable to different groups and reaching across cultural divides with counseling skills to become optimally effective agents of change through therapeutic relationships. Students will examine basic concepts in counseling, function of the helper, the demands, strains, and barriers of the helping professions and their effects on the helper. Discussions will include the struggles, anxieties, and uncertainties of helpers. Central to this course will be an ongoing self-evaluation of the students' attitudes, values, interpersonal skills, and motives for choosing counseling as a potential profession. The primary purpose of the course, however, is to provide students with the opportunity to learn and practice the basic skills of helping and provide students with an orientation to the field of counseling. Evaluation will be based on evidence of intrapersonal and interpersonal helping skills as demonstrated in role-play and/or written assignments. Didactic material aimed at fostering competency in the area of professional ethics and multicultural sensitivity also will be included. (ILS)

*Prerequisites: SOCI 105 AND SOC 115*

**310 Classical Social Theory (3 credits)** This is a course intended to introduce students to the works of early western social theorists. Classical social theory provides the foundation for current sociological thinking and is fundamental to the understanding of ongoing discussions within the discipline. This course will primarily emphasize the works of the Founding Three: Karl Marx, Max Weber, and Emile Durkheim. We will also explore other nineteenth and twentieth century theorists including Charlotte Perkins Gilman, W.E.B. DuBois and others, as the semester allows. In tackling the (primarily) 19th and early 20th century writings, we will analyze the theoretical concepts of these sociological thinkers in relation to current social problems and dilemmas. Our ongoing conversation of these various theorists will include continual application of their theories to "real life" examples found in our 21st century world.

*Prerequisite: SOCI 105*

**320 Social Psychology (3 credits)** Our lives are connected by a thousand invisible threads; and social psychology analyzes these connections by studying of everyday thinking, social influences and social relations. Students will explore the various ways people think about, affect, and relate to one another. The course is structured to promote depth of understanding, integration, and creativity. The course will cover topics such as the social self-concept, perceptions, attitudes, influence, conformity, aggression, helping behavior, and interpersonal relationships. This course has the following two goals: (1) to improve students' understanding of social psychological explanations for social influence and interaction and (2) to improve students' understanding of the research methodologies commonly used to understand social influence and interaction. Students will be engaged in the discussion of main questions that social psychologists tackle, social psychological theories, and research (its methods, its findings, and the underlying principles we have learned). The major activities and assignments are purposeful to stimulate students to think about the implications of this research for our everyday lives and for our understanding of various social problems. (ILS)

*Prerequisites: SOCI 105 AND SOC 115*

**322 Population and Ecology (3 credits)** A study of the social, cultural and environmental forces that affect population trends: the size, growth, composition, distribution, fertility, mortality and migration of human populations. Current historical and cross-cultural problems in population, food, health and environment will be explored. In particular, the impact of post-colonialism is examined in a cultural context.

*Prerequisite: SOCI 105*

**338 Irish Culture and Society II (4 credits)** Taking place in the Republic of Ireland. This course will explore Irish cultural and social institutions and how they have been shaped by Ireland's unique history. Students will be exposed to many facets of Irish society including the Irish language, customs and social institutions.

*Prerequisite: SOCI 238*

**340 Socio-Political Movements (3 credits)** The course will provide an introduction to theory and research on one form of

social movement mobilization: national-level movements organized for political change. Our focus will emphasize how political, organizational, and cultural factors shape social movement emergence and development. We will focus on current activism, including case studies of the American civil rights movement, the student movement of the late 1960s, the feminist movement, the abortion movement (pro-life and pro-choice) gay/lesbian mobilization and the recent emergence of transnational activism.

*Prerequisite: SOCI 105*

**350 Topics in Sociology (3-4 credits)** Special topics of current interest will be considered in depth. Recent examples include, domestic violence seminar and social construction of the drug war.

*Prerequisite: SOCI 105 OR as specified*

**370 (3 credits) Health Care Policy** Major health care changes, including governmental and private policies affecting health care delivery are based on health care reform(s). Health care reform has been a global issue over the years. Today, the healthcare industry is an immense part of the United States economy. Overall, health care spending amounts to 7 trillion + annually. Health care regulation and policy is complex, with nearly every health related discipline involved in decision-making and overseen by one regulatory body or another, and sometimes by several. Such regulations are enforced by federal, state, local governments, and even private organizations. Healthcare policy affects not only the cost citizens must pay for care, but also their access to care and the quality of care received, which can influence their overall health. A top concern for policymakers is the rising cost of healthcare, which has placed an increasing strain on the disposable income of consumers as well as on state budgets. Some of the organizations that have influenced healthcare policy include the American Medical Association, and the American Association of Retired Persons as well as large health insurance companies. Unfortunately, some groups may have a conflict of interest, which also raises ethical issues making the development of a policy difficult at best. This course describes the private, governmental, professional and economic contributions to the development and operation of the health care system. Students will explore the development and implementation of health care policy, health care technology, hospitals origin, organization and performance, health care workers, financing health care, role of all government entities, discuss the future of health care, and learn the special problems of high-risk populations and health system responses. And lastly, identify and describe the quality control activities of the current health care system and relate service provider behaviors to legal, ethical, and financial considerations.

*Prerequisite: SOCI 105*

**381 Sociology of Health and Medicine (3 credits)** The Sociology of health, illness and health care has changed significantly in the past few decades, especially since the introduction of the Affordable Care Act. Health refers to the extent of a person's physical, mental, and social well-being. This definition, taken from the World Health Organization's treatment of health, emphasizes that health is a complex concept that

involves not just the soundness of a person's body but also the state of a person's mind and the quality of the social environment, in which she or he lives. Life's demands can be physiological, psychosocial, or environmental and vary across contexts, but in every case, unsatisfactory responses lead to disease. We need to ask: why some people comply with prescribed medical regimes while others do not and how does the health care system care for those based on one's race, class, gender, and culture? The fact that our social backgrounds affect our health may be difficult for many of us to accept. This course will offer the student a better understanding of why people from certain social backgrounds are more likely than those from others to become sick and how the sociological approach shows how society's culture shapes its understanding of health and illness and practice of medicine. A society's culture matters in these various ways, but so does its social structure, in particular its level of economic development and extent of government involvement in health-care delivery. Poor societies have much worse health than richer societies. Richer societies have certain health risks and health problems, such as pollution, that poor societies avoid. The degree of government involvement in health-care delivery is essential. Although we live in one of the wealthiest countries in the world with superior advancement in health care delivery, the United States lags behind many Western European nations in several health indicators, in part because the latter nations provide much more national health care than does the United States. Although illness is often a matter of bad luck or bad genes, the society we live in can nonetheless affect our chances of becoming and staying ill.

*Prerequisite: SOCI 105*

**383 Quantitative Analysis (4 credits)** This course introduces the central issues and strategies involved in the collection and analysis of quantitative data with an emphasis on survey research, experimental designs, and statistical analysis using SPSS. The course is concerned with demonstrating the logic and meaning of statistical procedures and the conditions under which they are meaningful. This course is the "quantitative" half of the department's two-term requirement in sociological analysis. Both halves give central importance to identifying and developing meaningful research questions, recognizing crucial theory-method linkages, developing research plans, evaluating the credibility of research findings and presenting the results of one's research. (*QFR, EL*)

*Prerequisites: SOCI 105 AND SOCI 385*

**385 Qualitative Analysis (4 credits)** This course introduces methods used in the collection and analysis of qualitative data including participant observation, field notes, interviews, discourse analysis, media analysis, ethnography, and community-based research. The rationale and theoretical underpinnings of qualitative analysis are examined together with the ethical issues associated with the use of qualitative methodologies. This course is the "qualitative" half of the department's two-term requirement in methods. Both halves give central importance to identifying and developing meaningful research questions, recognizing crucial theory-method linkages, developing research plans, evaluating the credibility of research findings, presenting

the results of one’s research, and ethics. Substantial community-based service learning fieldwork is required. (EL)  
*Prerequisite: SOCI 105*

**395 Internship (3 credits)** See course catalog on internships. Internships in sociology include but are not limited to placements with local community action, social work, criminal justice, law enforcement, human right and youth advocacy programs or organizations. (EL)  
*Prerequisite: SOCI 105, SOCI 383 (OR CRMJ 390) AND SOCI 385*

**397 Contemporary Theory (3 credits)** The task of this seminar is to critically examine modern social theory. Social theorists include Parsons, Wallerstein, Goffman, Dorothy Smith, Bourdieu, Foucault, Giroux, Freire. Focus is on analysis, critique, evaluation, synthesis, and application.

*Prerequisite: SOCI 105 AND SOCI 310*

**485 Senior Seminar (3 credits)** Course utilizes studies of exemplary sociological research and individual research to model the integration of theory and methods. Involves applied research project including ethical issue, literature review, research design and analysis, and written and oral presentation of proposals and/or results.  
*Prerequisites: SOCI 310, SOCI 383, SOCI 385 AND SOCI 397*

**490 Senior Thesis (3 credits)** Students are expected to develop a thesis based on preliminary coursework and demonstrate the ability to integrate theory and method in sociology. Thesis work is supervised by a faculty member.  
*Prerequisite: a C or better in SOCI 485*

**Sociology Major Requirements:**

Minimum of 12 approved courses, distributed as follows:

Required courses	Five additional Sociology courses
SOCI 105 Introduction to Sociology	
SOCI 310 Classical Theory	
SOCI 383 Quantitative Analysis	
SOCI 385 Qualitative Analysis	
SOCI 397 Contemporary Theory	
SOCI 485 Senior Seminar	

Grades for all courses taken in sociology are used to calculate the average in the major for Departmental Distinction.

The department recommends the following course sequence for the major:

First Year	Second Year	Third Year	Fourth Year
SOCI 105 Introduction to Sociology	SOCI 310 Classical Social Theory	SOCI 385 Qualitative Analysis <b>AND</b> SOCI 383 Quantitative Analysis <b>OR</b> CRMJ 390 Quantitative Analysis in Criminal Justice	SOCI 485 Senior Seminar
	SOCI 397 Contemporary Theory		Five Electives
			SOCI 490 Senior Thesis (OPTIONAL)

**Sociology Minor Requirements:**

Minimum of seven approved courses, distributed as follows:

<b>Three core courses</b>	<b>Four additional Sociology courses</b>
SO CI 105 Introduction to Sociology	
SO CI 310 Classical Theory (recommended) <i><b>OR</b></i> SO CI 397 Contemporary Theory	
SO CI 383 Quantitative Analysis <i><b>OR</b></i> CR MJ 390 Quantitative Analysis in Criminal Justice <i><b>OR</b></i> SO CI 385 Qualitative Analysis	

## Spanish

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**Department Chair:** Mark Wolff

**Faculty:** Virginia Arreola; Karina Walker

**Major**

Spanish

**Minor**

Spanish

Spanish for the Professions

**About**

The Iberian Peninsula and Latin America blend diverse religious, linguistic, and intellectual traditions: from the Jewish, Muslim, and Christian influences in Spain to the diversity of indigenous cultures in Latin America and Africa. Students majoring in Spanish at Hartwick will gain an appreciation of the linguistic and cultural diversity of the Spanish-speaking world through an exploration of literature, film, art, music, and other cultural production. The second most spoken native language worldwide, Spanish is also one of the primary languages spoken in the United States, underscoring the importance of learning about the cultures and literatures of Spanish-speaking countries and regions. Courses offered by the Spanish Program within the Department of Modern Languages are a valuable component of a liberal arts education. The Spanish Program prepares students for an increasingly interconnected world, while fomenting an appreciation of the rising importance of Hispanic communities within the U.S. cultural fabric.

The Spanish major at Hartwick is designed to develop competency in both oral and written language skills as well as broaden each student's global perspective through a critical understanding of multiculturalism in Hispanic countries and the U.S. In addition to the variety of language, culture, and literature courses offered on the Hartwick campus, the program offers opportunities to prepare for careers in translation and interpretation, as well as practical experience through internships and partnerships with local and foreign organizations.

A traditional minor in Spanish is a valuable complement to any major. Knowledge of the Spanish language and Hispanic cultural diversity that is acquired by completing the Spanish minor is vital for business, both foreign and domestic, health care and social services, international relations, politics, government, education, among other fields. Students whose major field orients them toward a career in business, healthcare, law, or social services are encouraged to consider a **Spanish for the Professions minor**, which focuses more narrowly on the language skills necessary in these contexts. A student interested in completing a minor in Spanish is encouraged to consult with a member of the Spanish faculty in order to pursue a program that best suits their interests and career goals.

Students majoring and minoring in Spanish are encouraged to broaden their understanding in the field by taking related courses in other disciplines and in the Latin American and Caribbean Studies Program.

Spanish faculty regularly organize off-campus study-abroad and experiential-learning programs. Students minoring in Spanish are encouraged to participate in these January Term or semester-abroad opportunities. Those majoring in Spanish are required to have an immersive domestic or abroad experience in a Spanish-speaking region.

Students interested in earning teacher certification in Spanish may do so by completing the requirements for the major, taking the psychology and education courses required for certification, and student teaching in Spanish. (See Education.)

Spanish majors who have recently graduated from Hartwick have gone on to teach or to graduate schools both here and abroad, and have found employment in banks, insurance companies, social service agencies, healthcare, and many other fields in which knowledge of the Spanish language and Hispanic cultures is advantageous.

### Spanish Courses

**101 Beginning Spanish I (4 credits)** This is a beginner's course that emphasizes the acquisition of grammatical structures and vocabulary using the communicative method. Spanish will be the language of instruction. The course focuses on listening comprehension, pronunciation, and cultural knowledge. Students are expected to attend class regularly and participate in all class activities. (LNI)

*Prerequisite: Course is designed for students who have had no previous experience in Spanish, have had less than two years of Spanish in high school, or score at a 101 level in the placement exam. The course instructor has the discretion to move the student to another course based on initial class performance.*

**102 Beginning Spanish II (4 credits)** A continuation of SPAN 101, which focuses on the active development of listening and reading comprehension, cultural knowledge, and speaking and writing skills taught through the communicative method. Spanish will be the language of instruction. Students will continue to study cultural elements of the Spanish-speaking world. Students are expected to attend regularly and participate in all class activities. (LN2)

*Prerequisite: SPAN 101 or students with two or more years of Spanish in high school with Spanish faculty approval and placement exam. The course instructor has the discretion to move the student to another course based on initial class performance.*

**201 Intermediate Spanish I (3 credits)** This course is a continuation of SPAN 102 and offers the student an opportunity to reinforce and expand previous learning in grammar, comprehension, oral and written skills, and vocabulary through the communicative method. This course also focuses on giving the student an idiomatic grasp of the language and continues to expose students to a variety of cultural components related to the Spanish-speaking world. SPAN 201 should be taken the semester immediately following SPAN 102.

*Prerequisite: SPAN 102 OR with Spanish faculty approval AND placement exam.*

**202 Intermediate Spanish II (3 credits)** This intermediate level course is the gatekeeper which will determine if students will be invited to pursue advanced studies in Spanish. Grammar and vocabulary will be taught in context through the reading, listening, viewing, and analysis of cultural production of the Spanish-speaking world. This course will go more in depth in grammatical points in order to help students manipulate them with more precision in written and oral assignments related to the historical, social, and cultural contexts of various Spanish-

speaking countries and regions. Oral proficiency is strongly emphasized. A final grade of B+ is required in order to continue toward a major.

*Prerequisite: SPAN 201 OR with Spanish faculty approval AND placement exam.*

**203 Advanced Written and Oral Communication in Spanish (3 credits)** This course will emphasize written and oral communication in Spanish for academic purposes. Students will learn to conduct textual analysis and literary criticism through a variety of texts and other forms of cultural production in preparation for upper-level Spanish courses.

*Prerequisite: SPAN 202 OR Spanish faculty approval AND placement exam.*

**204 Panoramas del pasado y el presente peninsular y de las américas (3 credits)** In this course, students will acquire a general sense of the history and cultures of what today comprises the Spanish-speaking world. Students will learn about important political and social periods that impacted these regions as a whole (such as the Muslim rule of Spain, the conquest, pre-Columbian civilizations, the colonial period and independence movements in Latin America) as well as focusing on the particulars of a select group of countries. Reading, writing, textual analysis, and formal presentation skills will be emphasized.

*Prerequisite: SPAN 202 OR Spanish faculty approval AND placement exam.*

**205 Communicative Spanish (3 credits)** This course is designed to advance communicative competency in Spanish by developing fluency in speaking and listening comprehension. In order to do so, students will complete exercises throughout the term to improve diction and pronunciation in Spanish. In addition, students will hold conversations, discussions, debates, and present on topics that cover cultural aspects of the Spanish-speaking world as well as material of general interest. Through these various types of communicative exchanges and topics, students will broaden their vocabulary and practice appropriate language registers for the context: informal, formal, academic. Because the outcome of the course is to improve oral communication in Spanish, students will be required to participate actively and consistently in the target language.

*Prerequisite: SPAN 202 OR Spanish faculty approval AND placement exam.*

**240 Spanish for the Professions (3 credits)** This course is intended to bridge the communication gap between Spanish-speaking populations in the U.S. and the English-speaking individuals that interact with them in various professional fields. The course will focus on developing the oral skills, vocabulary, grammar and cultural knowledge required to better serve Spanish-speaking individuals in one of the following professional settings: healthcare, legal, social services, community or business. The professional field of focus will vary. When possible, this course should be taken in the semester immediately following SPAN 102. Taught in Spanish. When repeated, this course bears the numbers SPAN 241 or SPAN 242.

*Prerequisite: SPAN 102 OR Spanish faculty approval AND placement exam.*

**245 Topics in Spanish for the Professions (3 credits)** Project-based course in professional Spanish done under the supervision of an instructor in a specialized area according to the student's area of interest. Possible specializations include healthcare, legal, social services, community or business. The student must combine the project with an internship or apprenticeship in an appropriate organization, such as a health center, courthouse, international corporation, government or non-governmental agency, or school.

*Prerequisite: SPAN 240*

**250, 350, 450 Seminar in Hispanic Studies (3 credits)** A seminar in a selected topic of Spanish language, literature, or civilization. Occasionally the course is taught in English.

**285/385/485 Spanish Term Abroad (4 credits)** A study-abroad program offered by the Spanish section of the language department. (*OCL, LNC, EL*)

**301 Literary Movements (3 credits)** An in-depth study of a particular movement, period or school in peninsular, Latin American or Latino/a literatures and cultures. Peninsular possible topics: Medieval, Golden Age, Baroque, Realism, Naturalism, Romanticism, Generation of 98, Modernism, Post-Modernism, Contemporary. Latin American possible topics: Barroco de Indias, Colonial Literature, Realism, Romanticism, Novela de la tierra, modernismo, vanguardia, negrismo/negritude, el Boom, magical realism, postmodernism. Latino/a possible topics: Chicano/a literature, Nuyorican Poetry, Migration Literature, Afro-Latino Literature. May be repeated for credit with different content. When repeated, this course bears the numbers SPAN 302 or SPAN 303.

*Prerequisite: SPAN 203 OR Spanish faculty approval.*

**327 Themes or Genres (3 credits)** A study of a recurrent theme or specific genre. Possible topics include: National identity, Nationalism, Gender and Sexuality, Space and borders. May be repeated for credit. When repeated, this course bears the numbers SPAN 328 or SPAN 329.

*Prerequisite: SPAN 203 OR Spanish faculty approval.*

**335 El cine hispánico (3 credits)** In this course, students will analyze several representative films from Spain, Latin America, and the U.S. by such directors as Bunuel, Almodovar, Gutierrez Alea, Littin, Bemberg, and Solas. Guillermo del Toro, Alfonso Cuarón, Alejandro González Iñárritu, Robert Rodriguez, Gregory Nava, Pilar Miró, Iciar Bollain. All films will be studied as social, historical, and cultural texts. Taught in Spanish.

*Prerequisite: SPAN 203 OR Spanish faculty approval.*

**340 Translation Studies (3 credits)** In this course students will be introduced to Translation as Profession, Theory and Practice. Students will explore aspects relating to context and negotiating meaning, audience, register and regionalisms. The course will offer an introduction to translating texts in various contexts and of different types including commercial and financial, legal and political, medical, scientific and technical, literary, cultural and marketing texts.

*Prerequisite: SPAN 203 OR Spanish faculty approval.*

**342 Topics in Translation and Interpretation (3 credits)** Project-based course in translation or interpretation done under the supervision of an instructor in a specialized area according to the student's area of interest. Possible specializations include literary, technical, commercial, legal, healthcare, community, or new media translation, as well as medical, legal, social services, community or business interpretation. The student must combine the project with an internship or apprenticeship in an appropriate organization, such as a health center, courthouse, international corporation, government or non-governmental agency, publishing house, or school.

*Prerequisite: SPAN 340*

**400 Literary Theory (3 credits)** The objective of this course is to introduce students to the writings of philosophers, scientists, and other theorists of the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries whose works have influenced the world of literature and literary criticism. In this course, we will read theoretical texts in order to acquire the tools that may enable us to do literary and cultural criticism through the lens of theory. Theory may include: structuralism/post structuralism, deconstruction, gender and queer theory, Critical Race Theory, etc.

*Prerequisite: SPAN 203 OR Spanish faculty approval.*

**401 Literary Movements (3 credits)** An in-depth study of a particular movement, period or school in peninsular, Latin American or Latino/a literatures and cultures. Peninsular possible topics: Medieval, Golden Age, Baroque, Realism, Naturalism, Romanticism, Generation of 98, Modernism, Post-Modernism, Contemporary. Latin American possible topics: Barroco de Indias, Colonial Literature, Realism, Romanticism, Novela de la tierra, modernismo, vanguardia, negrismo/negritude, el Boom, magical realism, postmodernism. Latino/a possible topics: Chicano/a literature, Nuyorican Poetry, Migration Literature, Afro-Latino Literature. May be repeated for credit with different content. When repeated, this course bears the numbers SPAN 402 or SPAN 403.

*Prerequisite: SPAN 203 OR Spanish faculty approval.*

**427 Themes or Genres (3 credits)** A study of a recurrent theme or specific genre. Possible topics include: National identity, Nationalism, Gender and Sexuality, Space and borders. May be repeated for credit. When repeated, this course bears the numbers 428 or 429.

*Prerequisite: SPAN 203 OR Spanish faculty approval.*

**435 El cine hispánico (3 credits)** In this course, students will analyze several representative films from Spain, Latin America, and the U.S. by such directors as Bunuel, Almodovar, Gutierrez Alea, Littin, Bemberg, and Solas. Guillermo del Toro, Alfonso Cuarón, Alejandro González Iñárritu, Robert Rodriguez, Gregory Nava, Pilar Miró, Iciar Bollain. All films will be studied as social, historical, and cultural texts. Taught in Spanish.

*Prerequisite: SPAN 203 OR Spanish faculty approval.*

**440 Topics in Translation and Interpretation (3 credits)** Project-based course in translation or interpretation done under the supervision of an instructor in a specialized area according to the student's area of interest. Possible specializations include literary, technical, commercial, legal, medical, community, or new media translation, as well as medical, legal, social services or business interpretation. The student must combine the project with an internship or apprenticeship in an appropriate organization, such as a health center, courthouse, international corporation, government or non-governmental agency, or a publishing house.

*Prerequisite: SPAN 340*

**489 Senior Project Seminar (1 credit)** This 1-credit course in preparation for the Senior Project will give students the opportunity to begin work on their thesis topic. Through this class, students will prepare their statements of purpose, bibliographies (including annotated bibliographies), outlines, and various drafts of their thesis before signing up for SPAN 490.

**490 Senior Project (3 credits)** Required of all majors. A thesis or other appropriate work that demonstrates the student's proficiency in Spanish.

**Spanish Major Requirements:**

32 credits, distributed as follows:

Intermediate level courses (9 credits)	300-level coursework (6 credits)	400-level coursework (6 credits)	Remaining credits may be taken at the 300- or 400-level	Senior Seminar and Thesis	Immersive experience abroad/domestic
Including SPAN 203 Advanced Written and Oral Communication in Spanish		<i>NOT</i> including SPAN 489 <i>OR</i> SPAN 490		SPAN 489 Senior Project Seminar (to be taken the semester prior to when the student intends to take SPAN 490)	All Spanish majors are required to participate in a departmentally approved immersive experience abroad or domestic.
				SPAN 490 Senior Thesis	

Only SPAN designated courses are used to calculate the average in the major for Departmental Distinction.

**Spanish Minor Requirements:**

18 credits, distributed as follows:

Intermediate course	Any Spanish course at the intermediate level or above	Immersive experience abroad/domestic
SPAN 203 Advanced Written and Oral Communication in Spanish	It is encouraged for students who began with SPAN 201 Intermediate Spanish I to take an additional 3-6 credits of Spanish courses	All Spanish minors are encouraged to participate in a departmentally approved immersive experience abroad or domestic

**Spanish for the Professions Minor Requirements:**

18 credits, distributed as follows:

Intermediate courses	Any Spanish course at the intermediate level or above	Immersive experience abroad/domestic
SPAN 203 Advanced Written and Oral Communication in Spanish	It is encouraged for students who began with SPAN 201 Intermediate Spanish I to take an additional 3-6 credits of Spanish courses	All Spanish for the Professions minors are encouraged to participate in a departmentally approved immersive experience abroad or domestic
SPAN 240 Spanish for the Professions		
SPAN 245 Topics in Spanish for the Professions		

*NOTE: SPAN 201 Intermediate Spanish I & SPAN 202 Intermediate Spanish II count toward the Spanish Major or Spanish/Spanish for the Professions Minor, however, they are not required if a student places above either of these two courses; a Spanish Major or Spanish/Spanish for the Professions Minor cannot place out of SPAN 203.*

## Theatre Arts

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**Department Chair:** Malissa Kano-White

**Faculty:** Malissa Kano-White; Marc Shaw

*Adjunct Faculty:* Gary Burtlew; Kathryn T. Smith

### Major

Theatre Arts

### Minor

Theatre Arts

### About

*Hartwick's Theatre Arts Department engages undergraduate students in the creative, intellectual, and experiential practice of theatre within a liberal arts education. We strive to produce versatile theatre practitioners who have the knowledge and experience to create theatre as independent and collaborative artists.*

Our inter-disciplinary curriculum is designed for students planning careers in theatre, those who will enhance other careers, and those who choose to enrich their lives through theatre. A student-centered program, we strive to challenge each student to become actively involved in all aspects of theatre through the annual production of 2-3 main stage productions and 15-20 student directed and/or produced Lab productions. Theatre Arts students gain real world experience by providing technical support to visiting professional theatre and dance companies. Beyond performance and production opportunities, students collaborate with Theatre Arts faculty to create Applied Theatre and Community-based Service Learning projects in the interrelated fields of public health, social activism and education.

Students who demonstrate exceptional abilities in performance, scenic, lighting, sound or costume design, stage management or dramaturgical analysis may be nominated to present their work at the annual KC/ACTF Region I theatre conference. Hartwick students have won regional and national awards in Scenic and Media Design, Poster Design and Best 10-minute Play competitions. In addition, several original plays written by both students and professionals have received their premiere performance at Hartwick, the most notable of these were Ghost Dance, written by Nobel Laureate Derek Walcott—a Region II winner in the American College Theatre Festival XXII, and student Rob Shimko's Specks, the co-winner of the Michael Kanin National Short Play Award for the Kennedy Center/American College Theatre Festival XXX.

January Term off-campus classes offered in England and New York City provide students the opportunity to see and learn from professional productions and to meet the people who produce them.

Recent Theatre Arts graduates have gone on to graduate school at Yale school of Drama, University of Missouri Kansas City and NYU Tisch graduate school for Musical Theatre and Dramatic Writing programs. Recent graduates have worked for Juilliard, Smithsonian Discovery Theatre, MSNBC TV, the Vineyard Theatre (NYC), Adirondack Scenic Studios, Manhattan Children's Theatre, Glimmerglass Opera, Portland

Stage, the Theatre Development Fund and more. Others have used their theatre training as part of their preparation for work in film, television, and teaching.

### Theatre Arts Courses

#### **101, 102, 103, and 104 Theatre Practicum (1 credit each)**

Academic credit may be earned for practical experience participating in faculty directed productions in the areas of acting, design/technology, costume/makeup and management. Students will be assigned roles and/or crew positions with specific responsibilities and hourly requirements (40 hours, minimum, for each earned credit). (EL)

*Prerequisite: permission of the instructor*

#### **105 Musical Theatre Production (4 credits)** (same as MUSI

105) Study, rehearsal, and performance of a musical theatre piece. Students will be cast in a role or assigned a production responsibility and will be coached and directed by the staff. An emphasis will be placed on the development through practice of skills in singing, acting, dancing and in the designing, lighting and running of a production. Whether MUSI or THEA, this course may be taken only twice for credit. (EL)

*Prerequisite: permission of the instructor*

#### **110 Introduction to Movement and Dance for the Theatre (1 credit)**

Body training in movement technique using rhythm dynamics, space and gesture. Learning basic dance skills including jazz, tap, ballet, and modern. Foundation for dance classes. (EL)

#### **111 Modern Dance (1 credit)**

An introduction to modern dance technique and the use of the body as an instrument of expression. (EL)

#### **112 Ballet I (1 credit)**

Introduction to the fundamentals of classical ballet consisting of basic barre, center work, and movement through space. (EL)

#### **115 Dance Rehearsal and Performance (1 credit)**

Open to members of Orchesis, the College dance club, the course requires a significant number of hours in rehearsal to be determined by the Orchesis club advisor. May be taken twice, but only one credit will count toward the Physical Education requirement. (EL)

#### **120 Introduction to Theatre Arts (3 credits)**

An introduction to playwriting, script analysis, production and performance designed for students interested in gaining more from reading and watching plays as well as for those beginning a serious study of theatre. In addition to reading several short plays and discussing the creative steps required to mount them, students will work in small groups writing and producing their own play, will see and critique a number of local productions and may work on a Hartwick production. (EL)

#### **131 Stagecrafts (3 credits)**

Stagecraft is the study of the techniques that are used to bring a theatrical design from concept development to the stage. Through a series of class projects students will learn design concepts and create some of

design elements that could be used on stage. In addition, time will also be spent on scene painting techniques, lighting design, sound design, and the tools and equipment that are used for each. Students will also learn how the theatrical world is structured and what roles are played by those that work in it. Class time will also be used to teach safe work habits for scene shops and theatres.

**140 Fundamentals of Acting (3 credits)** A practical investigation of the basic theories of acting as a fine art. Emphasis will be on training the actor in the use of physical and mental abilities as effective tools of dramatic expression. (EL)

**205 Theatre in New York City (3 credits)** Based in part on campus and in part in New York City. This course will allow students to see a wide variety of theatrical productions and to study the history of Broadway and off-Broadway production since 1910. In New York students will see productions, meet professionals and tour theatres. Offered in January. Fee involved. (EL)

*Prerequisite: instructor permission is required.*

**212 Ballet II (1 credit)** Concentration on classical ballet technique, barre, center work, and movement through space. (EL)

*Prerequisite: THEA 112*

**220 Play Production (4 credits)** Each student in this course will select, analyze, design, cast, rehearse, promote and present a short one-act play—gaining experiential knowledge of the roles of the producer, director and designer. Class discussion and exercises will focus on such matters as selecting the play, budgeting, advertising, organizing the production team and calendar, developing a production concept, casting, blocking, working with actors, creating a prompt book, making a model of the set, planning costumes, props, makeup, lights and sound, setting cues, and polishing the performance. (EL)

*Prerequisite: THEA 120 and THEA 231*

**231 Fundamentals of Theatrical Design (4 credits)** An introduction to the processes and methods of designing the visual and aural worlds of staged performance based on thematic elements and creative collaboration. Topics include scenery systems, light, costume, sound design, stage crafts, graphic methods, and production organization. (EL)

**240 Advanced Acting (4 credits)** Advanced acting projects such as study of period styles, physical acting, and ensemble development. (EL)

*Prerequisites: THEA 140 AND THEA 110, THEA 111, OR THEA 112.*

**241 Acting Theory and Practice: The Actor's Toolbox (4 credits)** This class is a series of explorations of different acting techniques for the intermediate actor. We begin by working on challenging scenes from contemporary plays, reviewing the ideas of Stanislavsky, and introducing the complementary concepts of Michael Chekhov. We will look to add even more

physicality and openness to each actor's work by concentrating on clowning and Viewpoints/composition. (EL)

*Prerequisite: THEA 140*

**242 Acting Theory and Practice: Character Study (4 credits)**

This class is designed to develop and exercise the actor's skills in the creation of dynamic, text-based characters. Work will focus on character and script analysis, integration and interpretation of monologues and scenes within classical and modern texts. Techniques used to develop characters will also include methods to utilize period, style, stage voice and movement.

**250 Selected Topics (3-4 credits)** A course at the advanced level, the content of which is determined according to the special interest of the instructor and students.

**260 The Art of Cinema (3 credits)** An examination of the visual, aural and narrative language systems used to convey meaning in this most popular of art forms. From the most concrete components of cinematic art (story structure, photographic composition, sound, etc.) to the most abstract, the course will provide a foundation for students' personal "cineliteracy."

**270 Playwriting (3 credits)** We will spend most of our time in class writing, sharing our writing, and responding to each other's work. Besides learning the technical expectations and forms that a playwright follows, each student will understand the fundamental aspects of playwriting: character, conflict/dilemma, dialogue, objectives, setting, subtext, action, reversals, resolution, emotions, believability and spontaneity. We will write monologues, dialogues, scenes, short plays, and creating performances in groups. You will also learn how to re-write effectively.

**274 History of Theatre I (3 credits)** Study of the evolution of Western drama, theatrical styles and production modes from 500 B.C. to the Renaissance.

**275 History of Theatre II (3 Credits)** Study of the evolution of drama, theatrical styles and production modes from the Restoration to contemporary theatre forms.

*Prerequisite: THEA 274*

**303 Theatre in England (4 credits)** Based in London and Stratford-upon-Avon, the class will attend up to 12 productions offered by the Royal Shakespeare Company, The Royal National Theatre, West End theatres and Fringe companies. Students will also visit theatres, museums and historic sites and will talk with a number of British theatre professionals. There will also be time for students to explore the London area on their own. Offered alternate January Terms. Fee involved. (EL)

*Prerequisites: instructor permission is required AND preparatory course.*

**312 Ballet III (1 credit)** A continued concentration in classical ballet technique, barre, and center work, and movement through space. Beginning and advanced pointe work. (EL)

*Prerequisite: THEA 212*

**321 Drama to 1850 (3 credits)** (same as ENGL 321) Plays from the Greeks through the Medieval to the beginning of the modern era will be studied either as part of a broad survey or as representative examples of a particular time or place. Mostly European plays, but also some New World and Asian works. Shakespeare will not be included, and all plays will be in English.

**322 Modern Drama (3 credits)** (same as ENGL 322) European and American plays written after 1850 and before the last quarter of the 20th century will be studied. Genres and movements such as realism, expressionism, and the Theatre of the Absurd will be considered when reading plays by such writers as Ibsen, Strindberg, Chekhov, Shaw, O'Neill, Brecht, Ionesco, Beckett, and Williams.

**323 Contemporary U.S. Drama (3 credits)** (same as ENGL 323) This class will cover some of the most important and exciting theatrical voices of the past fifty years, celebrating the possibilities of America and the American theater. Our studies will send us from coast to coast and in between, revealing American drama as diverse as the peoples that make this nation. Students will come to an understanding of why these living documents are important theatrically (artistically) and socio-historically (culturally).

### **Theatre Arts Major Requirements:**

A total of 44 credits, distributed as follows:

Minimum of 51 credits, distributed as follows, including Sophomore Review (not a course, but an assessment) and Junior Review (not a course, but an assessment), and Senior Show (not a course, but an assessment)

<b>Seven Theatre Arts courses (24 credits)</b>	<b>One acting class or one design course beyond the 'Fundamentals' level (4 credits)</b>	<b>Two dramatic literature courses (6 credits)</b>	<b>Two dramatic literature, theatre history OR approved 200-400-level topics course (6 credits)</b>	<b>Four Theatre practicums OR three practicums AND one dance or movement course (minimum 4 credits)*</b>
THEA 120 Introduction to Theatre Arts	THEA 241 Acting Theory and Practice: The Actor's Toolbox <b>OR</b> THEA 242 Acting Theory and Practice: Character Study	THEA/ENGL 321 Drama to 1850	THEA 274 Theatre History I	THEA 101 Practicum in Performance
THEA 131 Stage Crafts	THEA 331 Stage Lighting and Design Practice	THEA/ENGL 322 Studies in Modern Drama	THEA 275 Theatre History II	THEA 102 Practicum in Technical Theatre
THEA 140 Fundamentals of Acting			ENGL 336 Shakespeare I	THEA 103 Practicum in Management
THEA 220 Play Production			ENGL 337 Shakespeare II	THEA 110 Intro to Movement and Dance

**324 Contemporary British Drama (3 credits)** (same as ENGL 324) This course explores some of Britain's key dramatic works of the past fifty years, including works associated with (post-colonialism). The students will come to an understanding of why these living documents are important theatrically (kitchen-sink realism, post-Brechtian, absurd, Angry Young Men, In-Yer-Face, farce, docudrama, state of the nation) and socio-historically (issues related to war, gender roles, sexuality, class, privilege, mental illness, race, religion, government, power, national identity, censorship, jingoism, among others).

**331 Stage Lighting and Advanced Design (4 credits)** An intensive study of the role of light as an artistic component of theatrical production as well as related technologies as determined by student interest. (EL)

*Prerequisite: THEA 231*

**350 Topics in Theatre (3-4 credits)** Advanced study of a topic in theatre production or dramatic literature.

**490 Senior Project (4 credits)** In consultation with the theatre faculty, each theatre major will in the spring of his or her junior year propose a significant theatre project for completion in the senior year. Normally this will involve directing and designing a play to be included in the department's production season. Major design or research projects will also be considered.

*Prerequisites: THEA 120, THEA 220, THEA 231, senior standing, AND substantial completion of the Theatre Arts major.*

				for Theatre
THEA 231 Fundamentals of Theatrical Design				
THEA 270 Playwriting				
THEA 490 Senior Project				

*\*NOTE: No more than 5 credits of theatre practicum count toward the total number of credits required to graduate*

**Theatre Arts Minor Requirements:**

24 credits distributed as follows:

<b>Four Theatre Arts Courses</b>	<b>One approved dramatic literature/theatre history course (at least 3 credits)</b>	<b>One Theatre practicum</b>	<b>Two of the following courses (at least 8 credits)</b>
THEA 120 Introduction to Theatre Arts			THEA 220 Play Production
THEA 131 Stage Crafts			THEA 231 Fundamentals of Theatrical Design
THEA 140 Fundamentals of Acting			THEA 241 Acting Theory and Practice: The Actor's Toolbox <b>OR</b> THEA 242 Acting Theory and Practice: Character Study
THEA 270 Playwriting			

# Women’s and Gender Studies

**Program Coordinator**

Laurel Elder (Political Science)

**Major**

N/A

**Minor**

Women’s and Gender Studies

**About**

Over the past several decades, a distinct body of scholarship on gender has developed in almost every academic field. This scholarship raises basic questions about gender and society, which transcend disciplines and challenge traditional ways of teaching and conducting research. The feminist framework informing Women’s and Gender Studies addresses the following issues with respect to gender:

- 1) It challenges the androcentric bias in thought, language, and social and intellectual systems.
- 2) It rethinks the central western dualisms—e.g., mind/body, subject/object, thinking/doing.
- 3) It involves a critique of all forms of oppression including class, race, sex, sexual-affectual preference, developed world and developing world, violence, militarism, ecological destruction, political inequality and hierarchies of power.

**Women’s and Gender Studies Courses**

**INTR 166 Introduction to Women and Gender Studies (3 credits)** This course introduces students to feminist scholarship and acquaints them with the intellectual, ethical, social, political, historical and cultural forces constructing gender. The class is interdisciplinary and grounded in feminist pedagogy. Required for Women’s and Gender Studies Minor.

**Women’s and Gender Studies Minor**

**Requirements:**

18 credit minimum

<p><b>One foundation course</b></p>	<p><b>Fifteen additional credits from courses from any discipline that count towards the Women and Gender Studies minor. Below is a partial list of courses that count towards the WGS minor but it is constantly evolving so please Contact Professor Laurel Elder, the Coordinator of Women and Gender Studies, at <a href="mailto:elderl@hartwick.edu">elderl@hartwick.edu</a> for a list of courses offered in the 2019-2020 academic year that will count towards the minor.</b></p>
<p>INTR 166 Introduction to Women &amp; Gender Studies</p>	<p>ART 241 Women in Photography (FYS)</p> <p>ARTH 302 Medieval Art History</p> <p>ARTH 304 Baroque Art History</p> <p>ARTH 306 20th Century Art History</p> <p>ARTH 308 21st Century Art History</p> <p>ARTH 403 19th Century Art</p> <p>ENGL 155 Men, Manhood, and Culture (FYS)</p> <p>ENGL 250 Masculinities</p> <p>ENGL 249 Novel and Film Noir</p> <p>ENGL 221 Classical Mythology</p> <p>ENGL 232 The Warrior and the Poet: Gender &amp; Identity in the Middle Ages</p> <p>ENGL 250 American Screwball Films</p> <p>ENGL 322 Modern Drama</p> <p>ENGL 323/THEA 323 Contemporary U.S. Drama</p> <p>ENGL 355 British Romanticism</p> <p>ENGL 367 British Authors: Jane Austen</p> <p>ENGL 382 New England Women</p>

	<p>Writers</p> <p>ENGL 470 Emily Dickinson</p> <p>HIST 212 Revolutionary Europe</p> <p>HIST 216 Witchcraft and Witch-hunting</p> <p>HIST 270 Revisiting Roots</p> <p>HIST 326 Gender and Power in Latin America</p> <p>HIST 327 Revolutions in Latin America &amp; Caribbean</p> <p>MUSI 280 Music of the World’s Cultures</p> <p>POSC 240 Women, Men and Politics</p> <p>SOCI 111 Controversial Social Issues</p> <p>SOCI 130 Women and Religion</p> <p>SOCI 211 Sociology of the Family</p> <p>SOCI 251 Race &amp; Ethnicity</p> <p>SPAN 301/401 Literary Movements</p> <p>SPAN 327/427 Themes or Genres</p>
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## **Academic Record Policies & Procedures**

Students at Hartwick are expected to familiarize themselves with the graduation criteria, major requirements and other applicable academic guidelines as they plan their programs. Failure to read and comply with policies and procedures will not exempt a student from whatever penalties he or she may incur. The policies listed below are associated with the current catalog year.

## **Course Registration Policies**

### **Account Holds**

A financial hold may be placed on a student's account preventing course registration changes and release of official transcripts and other credentials if a student has an outstanding financial obligation with the College. Course registration changes and release of transcripts or other credentials are not permitted until a hold has been cleared.

If an enrolled student does not address holds issued by any administrative office prior to the start of a term or within the first seven days of fall or spring term or first three days of January or any Summer term, he or she will be withdrawn from the institution. Specifically, a student who has one or more holds on his or her account and is not attempting to resolve the hold(s) by 5 p.m. on Thursday of the first week of fall or spring terms will have his or her WICKit account frozen the next day (Friday) by 9 a.m. A student whose account has been frozen and has not resolved or attempted to resolve a hold on his or her account by 5 p.m. the following Tuesday will be dropped from his or her courses and placed on a leave of absence for the remainder of the term or withdrawn from the institution completely.

### **Adding and Dropping Courses**

A student may add and/or drop courses during two distinct add/drop periods: (1) a five-day open period following pre-registration and (2) the first two weeks of fall and spring term and the first three days of January term, with certain limitations and exceptions, as follows:

- Classes may not be added after the beginning of the second class meeting of any course unless the instructor grants permission.
- Courses meeting for less than the full term must be registered by the end of the first week of that course's meetings.
- Senior projects/theses must be registered by the end of the second week of Fall and Spring terms, and the end of the first week of January Term.
- Independent/directed studies and internships for 3 or 4 credits must be registered by the end of the second week of Fall or Spring terms.
- Independent/directed studies and internships for 2 credits must be registered by the end of the eighth week of Fall or Spring terms.
- Independent/directed studies and internships for 1 credit must be registered by the end of the 11<sup>th</sup> week of Fall or Spring terms.

- Independent/directed studies must be registered by the end of the first week of January Term, regardless of credit.

### **Auditing a Course**

A student in good academic standing and with the permission of the instructor may audit a course. The student and the instructor must agree in advance on what the auditor is expected to do. At the end of the course, the instructor shall certify that the student met these obligations by issuing a grade of 'AU'. If the obligations are not met, the student will be dropped from the course roster and the course will be removed from the student's record. A decision to change from credit to audit must be made by the end of the first week of the term in which the course is offered. Not all courses are available for audits: studio art, music performance, physical education, computer laboratory, and off-campus programs are excluded. It is the student's responsibility to notify the Office of the Registrar, in writing, when auditing a course. Note there may be a cost associated with auditing and please click here for more information.

### **Course Load**

A full time academic course load is defined as a minimum of 12 credits in Fall and Spring terms and 3 credits in January term. However, a normal course load for a regular full-time student is 30 credits per year, normally distributed as 13-14 credits in the Fall Term, 3-4 credits in the January Term and 13-14 credits in the Spring Term.

Regular full-time matriculated students are expected to complete at least a 30 credit load for the academic year as they work toward the total of 120 academic credits, plus two physical education credits and one WICK-101 credit required for graduation over a four-year period. Students that fail to meet credit completion requirements established by the Academic Standard of Progress policy are subject to academic dismissal.

Students enrolled in the Three Year Bachelor's Degree Program are expected to complete at least 40 academic credits per year to graduate with 120 academic credits, two physical education credits and one WICK-101 credit in three years.

### **Course Overload**

A student with a GPA of 2.0 or greater may take up to 20 credit hours per semester. Permission is needed if the student wishes to take more than 20 credits, or if she or he is below 2.0 GPA and wishes to exceed 16 credits. However, there is an over-election fee for each credit hour over 18 credits fall and spring semester, or over 4 credit hours in January, unless the student is declared in the Three Year Degree program.

For those in the Three Year Degree program, the over-election fee is charged for credits over 20 in fall and spring semester, or over 4 credit hours in January. See Tuition and Fees for over-election charge. If the over-election course is dropped by the end of the Add/Drop period, the charge will be refunded. There is no refund of the charge if dropped after the Add/Drop period.

### **Course Withdrawal**

Following the add/drop period at the start of each term, a student may withdraw from a full term course through the ninth week of fall and spring term and the third week of January term. For fall and spring term first or second half courses, a student may withdraw through the end of the fifth week of the course. A grade of 'W' is issued for all course withdrawals. A student who withdraws from one or more courses may need to repay any state financial aid received. See "Standards of NYS Student Aid Eligibility" under Educational Policies and Procedures. A student who wishes to withdraw from a course must notify the Registrar's Office, using a Course Add/Drop Form, by the deadline.

### **Independent and Directed Studies**

Students wishing to engage in a study for which no course exists but in an area in which an instructor is qualified, may pursue either an independent or directed study pursuant to the following restrictions. Credit for an independent or directed study may be 1, 2, 3, or 4 credits.

Independent Studies permit junior and senior students with a GPA of 2.3 or higher to examine specialized topics with minimal supervision. To qualify for an independent study, a student must have prior academic experience (either a completed course or directed study with at least a C for each course) in the general field or fields in which the study is to be undertaken. Departmental approval shall come only after a formal departmental review and concurrence that the proposal has sound academic merit. To assist in this process, the student must provide a list of the courses that qualify the student for pursuing such a project, a detailed explanation of the goals of the project, and a detailed listing of available resources. Justified exceptions to this policy can be brought to the Committee on Academic Standards for decision.

### **The following course numbers will be used to indicate independent studies:**

398 for Junior Independent Studies  
498 for Senior Independent Studies

Directed Studies are open to all students in good academic standing except first semester freshman. In such projects the student works closely with the instructor on an individual basis. The instructor will provide evaluations and guidance at least one hour per week during the tenure of the project. Departmental approval shall follow the same formula as that for independent studies.

### **The following course numbers will be used to indicate directed studies:**

199 for Second Semester Freshmen Directed Studies  
299 for Sophomore Directed Studies  
399 for Junior Directed Studies  
499 for Senior Directed Studies

A student may take no more than two independent and four directed studies during a four-year career and no more than two independent and two directed studies during a two-year career.

No more than four studies of any combination with the above guidelines may be taken with the same instructor unless the Committee on Academic Standards grants special permission.

Registration deadlines are listed with the Adding/Dropping Courses policy elsewhere in the catalog. Registration forms are available from the Office of the Registrar. Completed forms, including departmental approval, must be on file in the Office of the Registrar.

### **Internships**

An internship is an integrative experience applying academic study with hands-on learning in a professional setting. The pre-professional learning outcomes include job-specific skill development, career awareness, personal development and professionalism.

Academic learning outcomes are set by the department through which the internship is registered.

Students can gain up to 12 credits, during their time at Hartwick, in increments of 1-6 credits per internship. For every credit given, a student must work 40 hours at the internship. Academic work is also assigned, at the discretion of the faculty supervisor. Students must register for credit before the internship. Any students who wish to seek credit after completion of the internship must complete a Learning Agreement and petition the Committee on Academic Standards for approval.

### **The following course numbers are used for internships:**

195 Freshman  
295 Sophomore  
395 Junior  
495 Senior

Registration for an internship establishes the same commitment as registering for a course and therefore follow a similar add/drop and withdrawal schedule, unless an exception is granted by the Internship Coordinator and the Registrar.

Information on the Learning Agreement, and a link to the Agreement, can be found in the Career Services section of the Hartwick website.

Students can secure an internship on their own or they can use the tools offered by Career Services. Securing an internship often involves providing an employer with a cover letter and resume and possibly participating in an interview.

While many internships are unpaid, students can be paid (hourly or stipend) for an internship and gain credit. Note that commission-based opportunities are not considered internships. It is highly suggested that internships take place on-site, however, consideration will be given to virtual or project-based internships. The Learning Agreement must clearly outline the roles and responsibilities of the intern and the method of communication and supervision of the Site Supervisor. These internships must be approved by the Internship Advisor, in consultation with the Director of Career Services.

**The following roles support the student during the internship process:**

- The Faculty Supervisor- must be a full-time professor and anticipated to be on campus during the term of the internship and not on sabbatical. Credit is issued by the faculty supervisor's department and the internship must be approved by that department's chair before the internship is registered.
- The Site Supervisor is someone in a professional position (e.g. a volunteer coordinator, office manager, archivist, etc.) at the internship site who is able to make commitments on behalf of the organization and who will work closely with the student intern as well as College staff/faculty during the course of the internship, providing sound, professional judgment and mentoring in the skill areas assigned. The Site Supervisor provides on-site training, assigns job duties and supervises the work of the student intern. The Site Supervisor must be present during the student's internship hours, or ensure that another staff person will be responsible for the student's supervision during the Site Supervisor's absence.
- Internship Advisor-is a Hartwick Career Services staff member who serves as a liaison between the student intern, the faculty supervisor and the site supervisor. The Internship Advisor, under the guidance of the Director of Career Services approves or denies any Learning Agreements, ensures the internship is registered for credit and supports the student during the internship process.
- Supervision of the intern is the joint responsibility of the Faculty Supervisor and the Site Supervisor. The Internship Advisor serves as a secondary support during the internship.

The Career Services office reserves the right to deny approval or revoke an approved site and their internship opportunity should they feel, at any time, that the professional qualifications of the site supervisor are not sufficient or the internship does not provide learning experiences at a professional level. Student feedback for sites and site supervisors is collected every semester and a review of sites is made as conditions warrant.

*Conflict of Interest*

In the best interest of the student, the following is considered when a student is determining an appropriate site supervisor for an internship.

- To avoid impropriety and conflict of interest, the Site Supervisor and the Faculty Supervisor cannot be the same person.
- The Site Supervisor can't be someone related, by blood or marriage, to the student intern.
- The Faculty Supervisor can't have a stake (business or professional connection) in the internship project or site, or have an affiliated relationship that constitutes a conflict that could compromise the objectivity of the internship evaluation.

Career Services will not approve Learning Agreements in such cases.

**Non-Credit Study**

In order to provide special educational experiences for individuals in our community, Hartwick offers the opportunity to enroll in many regular courses on a non-credit basis at a very modest cost, provided there are openings in the courses after the pre-registration period has ended. Non-credit courses are not recorded by the Registrar's Office, and no grades are issued. Such study cannot be applied toward a degree at Hartwick or any other institution.

Not all courses at the college may be taken for non-credit. Classes in studio art, music performance, computer science and off-campus courses and programs are not eligible. All pre-requisites or other restrictions on courses apply to non-credit enrollments. For each non-credit enrollment, the approval of the instructor teaching the course is required. Registration as a non-credit student entitles you to classroom attendance only.

Charges must be paid at the Student Accounts office before the beginning of each course. Check with the Student Accounts office for a current fee schedule. Persons 62 years of age or older are eligible for a Senior Citizen Fee Waiver and may enroll at no charge.

**Pre-Registration**

All enrolled students are required to pre-register for courses in order to maintain their standing as actively enrolled students. Failure to pre-register by the appropriate deadline may affect a student's standing with the institution. Each student is responsible for his or her own pre-registration and must be cleared by an advisor in order to pre-register for courses. Each student is assigned a pre-registration date and time by the Registrar's Office based on his or her Anticipated Completion Date with the exception of Three Year Degree, Nursing, Education and College Honors (these students are assigned a higher priority in their respective class year). Students pre-register for January and spring term courses the preceding November following fall break, and fall term courses the preceding April following spring break.

All students pre-register themselves and make changes to their course schedules online. Senior Thesis/Project, Independent/Directed Studies and courses requiring instructor permission cannot be registered online and must be registered in writing, using the appropriate form, in the Registrar's Office. Pre-registration requests submitted through email will not be processed.

**Repeating a Course**

A student may retake any course for the purpose of gaining additional knowledge and improving the grade. Retaking a course for which the student has credit (the course was passed) will not add to the student's total number of credits completed for graduation. For courses repeated at Hartwick, the higher grade will be used to calculate the grade point average. For courses repeated elsewhere, if the course is allowed to transfer in, and if the Hartwick grade in the earlier attempt was C- or lower, the Hartwick grade will not be included in the student's grade point average. The transfer grade will not be used in the grade

point average either; the student will just have credit for the transfer course rather than the Hartwick course. In either case, the course being repeated remains on the transcript.

Repeating a course in which a student earned a letter grade other than 'F' may impact a student's state and/or federal aid. A student repeating a course should check with the Office of Student Accounts or Financial Aid before choosing to repeat a course.

It is the student's responsibility to notify the Office of the Registrar, in writing, when a course is being repeated.

### **SUNY Oneonta Exchange Program**

Through a cooperative arrangement student from Hartwick College or the SUNY Oneonta may enroll in courses on the other campus without paying tuition and the comprehensive fee. The program is coordinated through the Registrars' Offices at Hartwick and SUNY Oneonta.

The following guidelines govern registration:

1. Hartwick students must be matriculated and enrolled full-time in Fall or Spring (12 credits) at Hartwick before registering for a SUNY Oneonta course.
2. Hartwick students may take only one course per academic term at SUNY Oneonta.
3. Hartwick students may not register at SUNY Oneonta for a course available on their own campus, even if that course is not offered in the present term. (There may be

an exception for a student whose graduation plans may have to be postponed.)

4. Hartwick students may consult SUNY Oneonta's schedule of classes on-line to select a course and find instructor contact information. When a student selects a course and receives permission from the instructor to enroll, the Registrar's Office will contact SUNY Oneonta, after their students have registered, to see if an opening exists. If so, the registration will be made.

This Exchange Program is not available in January or during the summer. The letter grade earned at SUNY Oneonta through this program will be calculated in Hartwick grade point average. Courses cannot be taken as pass/fail.

## **Academic Credit Policies**

### **Advanced Placement Credit**

Hartwick College offers advanced placement credit for most scores of three or better on the Advanced Placement Exams of the College Board. Several Advanced Placement tests have been designated by academic programs as equivalent to one or more Hartwick courses. If an Advanced Placement test is not designated equivalent to a Hartwick course or courses, credits toward the general education curriculum or elective credit may still be offered. AP transcripts must be submitted to the Office of the Registrar so that credit may be awarded.

**The following equivalencies are subject to change as periodic reviews of placement exams and credit policies are conducted.**

<b>Dept</b>	<b>AP Exam</b>	<b>Score</b>	<b>Credits</b>	<b>Equivalency</b>	<b>LAiP</b>
ART	Studio Art	3+	4	ART-AP	HUM
ART	2-D Design	3+	3	ART-AP2	HUM
ART	3-D Design	3+	3	ART-AP3	HUM
ART	Drawing	3+	3	ART-AP4	HUM
ART	General Art	3+	3	ART-AP5	HUM
ARTH	Art History	3+	3	ARTH-AP	HUM
BIOL	Biology	4+	4	See Note Below*	SCI
CHEM	Chemistry	4+	4	CHEM-APL	SCI
CISC	Computer Science A	3+	4	CISC-120	QFR
CISC	Computer Science Principles	3+	3	CISC-AP	QFR
ECON	Economics-Macro	4+	3	ECON-102	SOC
ECON	Economics-Micro	4+	3	ECON-101	SOC
ENTA	English Literature and Composition	3+	3	ENGL-AP	GEN
ENTA	English Language and Composition	3+	3	ENGL-AP2	GEN
HIST	European History	3+	3	HIST-AP	SOC
HIST	United States History	3+	3	HIST-AP2	SOC
HIST	World History	3+	3	HIST-AP3	SOC
MATH	Calculus AB	3+	4	MATH-121	QFR
MATH	Calculus BC	3+	7	MATH-121 & MATH-235	QFR
MATH	Statistics	3+	3	MATH-108	QFR
MOCL	Chinese Language and Culture	3	3	CHIN-101	LN1
MOCL	Chinese Language and Culture	4+	6	CHIN-101 & CHIN-102	LN2
MOCL	French Language and Culture	3	3	FREN-101	LN1
MOCL	French Language and Culture	4+	6	FREN-101 & FREN-102	LN2

MOCL	German Language and Culture	3	3	GERM-101	LN1
MOCL	German Language and Culture	4+	6	GERM-101 & GERM-102	LN2
MOCL	Italian Language and Culture	3	3	LANG-AP	LN1
MOCL	Italian Language and Culture	4+	6	LANG-AP2	LN3
MOCL	Japanese Language and Culture	3	3	LANG-AP3	LN1
MOCL	Japanese Language and Culture	4+	6	LANG-AP4	LN3
MOCL	Latin	3	3	LANG-AP5	LN1
MOCL	Latin	4+	6	LANG-AP6	LN3
MOCL	Spanish Language	3	3	SPAN-101	LN1
MOCL	Spanish Language	4+	6	SPAN-101 & SPAN-102	LN2
MUSI	Music Theory	3+	3	MUSI-140	HUM
NDEP	Human Geography	3+	3	SCIE-AP	ELEC
PHYS	Physics 1: Algebra-Based	3+	3	PHYS-AP	QFR
PHYS	Physics 2: Algebra-Based	3+	3	PHYS-AP2	QFR
PHYS	Physics B	3+	8	PHYS-140 & PHYS-141	LAB
PHYS	Physics C Mechanics	3+	4	PHYS-201	LAB
PHYS	Physics C Electricity and Magnetism	3+	4	PHYS-202	LAB
POSC	Government and Politics: United States	3+	3	POSC-101	SOC
POSC	Government and Politics: Comparative	3+	3	POSC-AP	SOC
PSYC	Psychology	3	3	PSYC-AP	SOC
PSYC	Psychology	4+	3	PSYC-110 <b>OR</b> PSYC-111***	SOC
SCIE	Environmental Science	3+	3	SCIE-AP2	SCI

\*Credit is applied to the requirement listed in this column. LN1-3 = foreign language, QFR = quantitative and formal reasoning. Elective credit = credit not applied to specific general education requirement but does count toward the overall 120 academic credits required for graduation.

\*\*Students with AP credit must still take BIOL 101. For a BIOL score of 4 or better, BIOL 202 OR BIOL 203 are WAIVED if an A is achieved in BIOL 101.

\*\*\*Students with a score of 4+ can choose whether they want AP PSYC to count as PSYC-110 or PSYC-111

### A-Level and AS Level Exams

Hartwick awards credit for Advanced Level and Advanced Level Subsidiary Exams.

In general, up to 6 academic credits will be granted for each A-level exam with a passing grade. Up to 3 academic credits will be granted for each AS-level exam with a passing grade. No more than 30 academic credits from all A-level and AS-level exams may be applied to a Hartwick degree.

Liberal Arts in Practice divisional and general elective credits will be awarded for each exam. Credit is not directly awarded for specific Hartwick courses unless approved by an academic department Chair.

No grades are posted for A-level or AS-level credit awards.

Advanced credit policies are reviewed on a regular basis and are subject to change without notice.

### College Level Examination Program (CLEP)

Credit is offered through the College Level Examination Program (CLEP) under specified conditions for students who have acquired mastery of a subject through experience or other

avenues outside the traditional classroom setting. Approval of a particular exam for credit must be confirmed, in writing, by the Registrar, using the Request for Non-Hartwick Course Approval form. Approval must be obtained prior to completion of a CLEP exam. Credit is only awarded for subject exams, not for general exams. Equivalencies are subject to change as periodic reviews of exams and credit policies are conducted.

Hartwick adheres to ACE scoring guidelines for awarding of credit. [Click here to read more.](#)

### Credit for Prior Experiential Learning

Prior experiential learning is learning acquired outside of a formal academic setting. It provides knowledge, understanding, or intellectual skills expected of students who pursue a baccalaureate degree at a liberal arts and sciences college and takes place prior to admission. Prior experiential learning usually results from independent reading or study from employment, from serving an internship or from some other related activity. To obtain credit for prior experiential learning, students must be able to articulate in some acceptable way what they have learned and must be able to demonstrate that it is equivalent to the academic work done by college students. Credit will only be

granted for experiences occurring after the completion of high school.

Students who have been accepted for admission by the College and who desire credit for prior experiential learning must submit an application (available in the Office of the Registrar) to the Chair of the department in which credit is being sought. The Department Chair shall evaluate the application or submit it to other academic departments or to the appropriate faculty committee for further evaluation. The evaluation will include a personal interview and whatever form of demonstration is necessary to determine whether academic credit (without grades) should be awarded. If the application is approved, it will be forwarded to the Office of the Registrar for final approval by the Registrar and processing and to the Office of Student Accounts for collection of the Experiential Credit award fee. If approved, the experiential credit is added to the student's record with a grade of 'CR'.

No more than 30 credits for prior experiential learning may be included in credits required for graduation. No more than 75 credits earned through the combination of transfer credit, equivalency examinations and prior experiential learning may be applied toward a Hartwick degree.

#### **Credit for College Courses**

Transfer credit from nationally and regionally accredited colleges is given for courses substantially similar to those offered at Hartwick College, completed with a grade of C or higher, or the equivalent. A student may only transfer in 75 credits toward a Hartwick College degree with the exception of students enrolled in the Nursing Partnership Program (PNOP) who may transfer in up to 90. Grades for courses taken elsewhere are included when determining a student's eligibility for honors at Commencement but are not posted on the transcript. A grade of 'CR' (credit) is entered for all transfer courses. Credit earned for transfer courses is posted on the student's transcript and counts toward the overall number of academic credits required for graduation. The Office of the Registrar is responsible for evaluating all transfer credit for new and current students, and the final decision on whether or not to allow a course to transfer lies with the Registrar.

Hartwick accepts Mathematics credit for transfer courses below the pre-calculus level but does not count those courses (like algebra) toward the Liberal Arts in Practice curriculum. Hartwick does not count transfer courses towards the Writing Requirement (e.g. a Composition Course completed at another institution cannot be used to satisfy ENGL 110 Composition at Hartwick). Courses that are too technical in nature or too dissimilar from courses at Hartwick, like courses for Electrical Engineering or Microsoft Excel for Budgeting, are not eligible for transfer. As previously stated, courses must be similar to those offered at Hartwick to be eligible for transfer.

Hartwick College generally will honor the associate of arts or associate of science degree from accredited colleges by offering the equivalent of two years of credit. Associate degree candidates who are admitted must meet the Hartwick College graduation

requirements; it is possible that this may take longer than two years in some cases.

#### *Courses Taken Elsewhere by Current Students*

Any course a student wishes to transfer after he or she has matriculated must be approved by the Registrar. A course intended to count toward a declared major must also be approved by the Chair of the Department in which the credit will apply (these courses must also be approved by the Registrar, however). A course intended to count toward the Liberal Arts in Practice (LAIp) general education curriculum or as an elective must be approved by the Registrar. Approval by a Department Chair is not required for LAiP or elective courses.

All requests for course approval must be submitted to the Office of the Registrar using the Non-Hartwick Course Approval form. Incomplete forms will not be accepted. After submission to the Office of the Registrar please allow a minimum of two business days for a decision.

#### *Process for Requesting Transfer Credit Approval – Current Students*

1. Select courses that will transfer to major, as LAiP requirements or as electives. Do so by finding courses that are similar to those offered at Hartwick.
2. Obtain a Non-Hartwick Course Approval form (available online or in the Registrar's Office). Fill out the form completely and attach detailed course descriptions.
3. Obtain signatures for courses in the major.
4. Return the completed form to the Registrar's Office.
5. Wait two business days for a decision. When a copy of the approved form is received, check to see that ALL courses have been approved. If a course has not been approved, credit will not be awarded for it.
6. If a course was not approved, select another and follow the steps above.

#### *Transfer Credit Approval Process for New Students*

New or incoming students must submit transcripts of courses completed, showing final grades, to the Office of Admissions. Once Admissions receives the transcripts they will be sent to a Transfer Credit Evaluator for review. The Transfer Credit Evaluator will determine which courses are eligible for transfer and contact the student with a final transfer credit equivalency report showing how the transfer credit will apply to the Hartwick degree within five business days. The Transfer Credit Evaluator may contact the student if he or she requires more information to determine how to apply specific courses to the degree program (this is usually accomplished by requesting a course description).

#### **International Baccalaureate (IB)**

Hartwick recognizes the International Baccalaureate Diploma for purposes of admission. Course credit will be granted for most higher-level (HL) and standard-level (SL) subjects with grades of 4 or better. Equivalencies are subject to change as periodic reviews of exams and credit policies are conducted.

**Below is a listing of IB courses with Hartwick equivalencies.**

<b>IB Course</b>	<b>Minimum Grade Required</b>	<b>Hartwick Credits Awarded</b>	<b>Hartwick Course Equivalent</b>	<b>General Education Requirement</b>
Anthropology (HL/SL)	4	3	ANTH-10	SBS
Biology (HL Only)	4	3	BIOL-202 and waiver of BIOL-203	LAB
Business (HL/SL)	4	3	BUSA-10	SBS
Chemistry (HL/SL)	4	3	CHEM-10	SCI
Computer Sci (HL Only)	4	3	CISC-10	SCI
Dance (HL Only)	4	3	THEA-10	HUM
Design Tech (HL Only)	4	3	GEN-1	Elective
Economics (HL Only)	4	3	ECON-10	SBS
English A1 (HL Only)	4	3	ENGL-10	HUM
Environmental Sys & Soc (HL Only)	4	3	GEN-1	Elective
Exercise Physiology (HL/SL)	4	3	BIOL-10L for HL (lab), BIOL-10 for SL (non-lab)	SCI
Film (HL Only)	4	3	HUMA-10	HUMA
French AB (HL/SL)	4	3	FREN-202 for HL, FREN-201 for SL	FL
Geography (HL Only)	4	3	GEN-1	Elective
German (HL/SL)	4	3	GERM-215 for HL, GERM-214 for SL	FL
History Americas (HL Only)	4	3	HIST-10	SBS
History (HL Only)	4	3	HIST-11	SBS
Mathematics (HL/SL)	4	3	MATH-121 for HL, MATH-120 for SL	SCI
Music (HL/SL)	4	3	MUSI-10	HUM
Philosophy (HL Only)	4	3	PHIL-10	HUM
Physics (HL Only)	4	3	PHYS-10 (non-lab)	Social&Behavioral Sciences
Psychology (HL/SL)	4	3	PSYC-10	Social&Behavioral Sciences
Spanish (HL/SL)	4	3	SPAN-202 for HL, SPAN-201 for SL	Foreign Language
Theatre (HL/SL)	4	3	THEA-10	Humanities
Visual Arts (HL Only)	4	3	GEN-1	Elective
World Religions (HL/SL)	4	3	RELS-10	Humanities
Theory of Knowledge	4	3	GEN-1	Elective

### **Transfer Credit Appeal**

If you do not agree with Hartwick's decision on the awarding of credit you earned prior to attending, you have the right to submit an appeal to the Office of the Registrar. Students wishing to appeal must submit a description of the course and a course syllabus, with a brief description of how the credit should be applied to the academic record to the Office of the Registrar. Once all materials are received, a decision will be made in three to five business days and communicated to the student in writing.

## **Academic Record Policies**

### **Academic Honesty**

When a faculty member has evidence of dishonest academic behavior, he or she shall immediately speak with the student regarding the evidence. If after this conversation the faculty member has found evidence that the student has knowingly or with culpable negligence committed an act of academic dishonesty, he or she shall first so inform the student and then file a formal charge with the Office of Academic Affairs. In addition to a written explanation of the charge, the faculty member will provide the evidence that substantiates it to the academic honesty officer. Other members of the college community — staff or students — who become aware of dishonest behavior as defined above should consult with the academic honesty officer about whether and/or how to press charges.

When the Office of Academic Affairs has received the formal charge from the faculty member, the academic honesty officer will schedule a meeting with the student and discuss both the charge and the evidence. If the academic honesty officer concurs that the student has committed the offense, he or she shall inform the student of the penalty in writing.

### **Academic Residency Requirement**

A student must complete the last 30 credits of the courses required for graduation while in residence at Hartwick. Residence means enrollment in programs conducted by the College on or off campus. Any student wishing to complete courses elsewhere while in residence must petition the Committee on Academic Standards for a waiver of residency.

### **Academic Standards of Progress**

#### *Academic Dismissal and Probation Policy*

Hartwick College defines Satisfactory Academic Progress (SAP) as a cumulative GPA of 2.000 at the end of each regular term (Spring and Fall). All students must achieve a minimum overall/cumulative GPA of 2.000 in order to graduate; therefore, in order to advance toward graduation, students must make academic progress. Should a student fail to achieve SAP, it is critical for that student return to making progress as soon as possible.

#### *Academic Probation*

Any student whose cumulative GPA falls below 2.000 will be placed on Academic Probation (AP) for the subsequent regular term and assigned to a staff member in the Center for Student Success (CSS). Before classes begin for the probation term, students must meet with this CSS staff member or their designee to complete and sign a Probation Agreement/Academic Improvement Plan. All conditions of that Agreement/Plan must be met, or the student may be dismissed at the end of the probation term. No student will be academically dismissed until they have been on Academic Probation for at least one regular term.

At the end of each fall and spring terms, the Office of Academic Affairs (OAA) will review the GPAs of all probation students and determine academic standing.

Probation students must increase their cumulative GPA every term they are on probation.

Probation students whose cumulative GPA decreases while on probation may be put on academic leave or be dismissed. (see “Academic Leave and Dismissal” below)

When probation students achieve a cumulative GPA of 2.000, they are taken off of AP and return to good academic standing.

Students on AP can take no more than 15 credit hours per term. (This is not open to appeal.)

#### *Academic Leave and Dismissal*

Any student whose cumulative GPA decreased while on AP for the first time may be placed on academic leave for one regular term (i.e. fall or spring). When students return, they are automatically placed on Academic Probation and must follow all probation policies. During the leave period, students retain access to their Hartwick accounts and will receive all email communications to Hartwick students, including registration deadlines, billing and advising reminders. Students returning from their first leave are not required to apply for re-admission.

After returning from leave, if a student’s GPA declines again, that student may be dismissed for a full academic year at the end of which it will be necessary to apply to the College for re-admission.

Appeals of academic leaves and dismissals are administered by the Committee on Academic Standards at the end of each regular term. Joining CAS in these deliberations will be the Dean of Academic Affairs and representatives from CSS. Academic Leave or Dismissal may only be appealed under the following circumstances:

- Student has a grade challenge pending, which, if approved, will bring GPA above 2.000.
- Extenuating circumstances beyond student’s control caused the poor academic performance.

All decisions regarding academic probation, leaves and dismissals reside with OAA. Probation conditions are managed by the staff of the CSS. All communications regarding Academic Probation and Dismissal come out of OAA.

#### *Communications*

The Office of Academic Affairs will approve templates of all communications sent to students regarding dismissal, appeals, probation, re-admissions, etc., as well as the Probation Agreement/Academic Improvement Plan that falls under this policy. OAA will maintain the official file on every student placed on probation and/or dismissed; this file will include copies of letters sent from other offices and entities as well, like The Office of the Registrar, CAS and CSS. The Office of

Academic Affairs also will be responsible for training members of CAS on all academic policies around SAP, dismissal, probation and other academic decisions they make.

### **Athletic Eligibility**

Hartwick College maintains NCAA membership in Division III. Student athletes must comply with the appropriate divisional eligibility requirements necessary to establish and maintain continuous athletics eligibility for practice and/or competition. Eligibility records are maintained in the Athletics Compliance Office located in the Binder Physical Education Center, Room 103. Any student-athlete who falls below a 2.0 term or cumulative GPA and/or is enrolled in less than a minimum full-time course load (12 credits per term) must make an appointment with the College's Athletics Compliance Officer regarding their athletics eligibility status for practice and/or competition.

### **Catalog Year Changes**

A student is normally required to graduate under the provisions of the college catalog in effect at the time of matriculation or since the student began continuous enrollment at Hartwick. Continuous enrollment is defined as being enrolled in classes without a break of two or more consecutive regular semesters.

However, in certain circumstance, a student may change his or her major catalog year at the discretion of the Registrar or the department in which a student is pursuing a major. A student must indicate this change in writing to the Office of the Registrar when changing a major. If a student does not indicate catalog year when changing a major, his or her catalog year will be retained based on matriculation year. A student should consult with his or her advisor before modifying a catalog year.

Students must use a single catalog and not a combination of catalogs for graduation. In cases when required courses are no longer taught by the college, the appropriate academic department may designate a reasonable substitute.

### **Change of Name and/or Address**

Current students who change their permanent home address are expected to complete a request in writing and submit it to the Office of the Registrar. Students who have moved and who have not submitted a change of address in writing are not exempt from the consequences of failing to receive official College notices and communications. Delays in notifying the Office of the Registrar of address changes may cause delays in the handling of student records and in notifying students in cases of emergency. Note that official College correspondence is mailed to the permanent home address of record for current students. Students that have not yet matriculated must contact the Office of Admissions to change the permanent home address. Students that have graduated must contact the Office of Institutional Advancement to change the permanent home address.

A legal name change must be accompanied by a copy of a legal document authorizing the change when submitting a request in writing. Once a legal change of name occurs due to marriage, divorce, or other reasons, an information change form should be promptly filed with the Office of the Registrar.

A student may also request a change in *preferred* name if a legal name change is not warranted. Changing the preferred name does not require the same legal documentation – in fact, a student need only submit the request to the Office of the Registrar in writing and, as long as the preferred name is not for purposes of misrepresentation, it will be changed. In addition, students may also indicate a preferred name prefix (Mr., Ms., Miss, etc.). Once a preferred name is changed, it will be reflected on all class and grade rosters.

*Note that the legal name of record will still be used on official transcripts, federal and state financial aid reports, enrollment verifications, payroll, and other legally binding documents.*

Further descriptions of the type of required documentation, by reason, are as follows:

#### *Divorce*

A student who wishes to change a name because of divorce must present a court order as evidence that the divorce decree has been granted. A woman may resume her maiden name after divorce only if such change has been authorized by the court.

#### *Immigrant Students*

These students may not change to names which do not appear on their passports. Thus, a passport is sufficient documentation for a name change.

#### *All Others*

All other students are permitted to change their names without court order by completing a change of information form and presenting proper verification of the new name. This verification must be one of the following pieces of identification showing that a new name has been legally adopted by the student.

- Driver's License
- DMV Identification Card
- Marriage Certificate
- Passport
- Legal Court Document
- Birth Certificate
- Alien Registration Card

This proof is required for all changes, even if the student is adding or dropping one of the following:

- I, II, III, IV, Jr., Sr. or some other suffix to the name
- Middle name or initial
- Hyphen (Clearwater to Clear-Water)

A student or former student who has received a bachelor's degree from the College may not have the name changed on that portion of the record preceding the award of any such degree without presenting a court order and paying a processing fee for the printing and mailing of the replacement diploma bearing the new

name. New students should contact the Office of Admissions to process any relevant name changes prior to matriculation.

### **Change of Grade**

Once a final grade has been submitted to and verified by the Office of the Registrar, it cannot be changed without authorization from the Committee on Academic Standards. The student is responsible for requesting a grade change from an instructor within 15 days of grade verification. If a grade change is warranted, the instructor of record must submit a Grade Change Request to the Office of the Registrar for consideration by the Committee on Academic Standards. Notice of the Committee's decision is sent, in writing, to the student and instructor.

No grade changes are permitted after a student graduates.

### **Class Absences Policy**

At Hartwick, students are responsible for regular class attendance and are accountable for all work missed because of class absences. Instructors normally list attendance policies on course syllabi that are distributed at the beginning of the term. Students should be aware that in some classes there are no excused absences for any reason. Instructors may request students to provide reasons for absences and are under no obligation to make special arrangements for students who are absent. Students are expected to communicate directly with instructors regarding absences except in the following instances:

*Illness:* Faculty will be notified by the Perrella Wellness Center if a student is admitted to a hospital facility. When a student returns home without prior consultation with the Director of the Perrella Wellness Center, documentation from the attending physician must be received prior to notification of faculty. Absences for illness that does not require admittance to a medical facility are to be reported by the student directly to the instructor who may or may not count them as excused.

*Medical Leave:* Faculty will be notified by the Perrella Wellness Center if a student is granted a medical leave.

*Death:* Faculty will be notified by the Office of Student Experience if a student is away due to the death of a family member (parent, sibling, grandparent). The student or a member of the family should report this information to the vice president of student experience prior to departure from campus.

*General Leave:* Advisors will be notified by the Office of the Registrar if a student is granted a general leave.

Other than medical or general leaves, whether or not absences are excused is at the discretion of the faculty member. As noted above, there are some classes where attendance is so critical that it may not be possible to remain in the course even though the absences are legitimate and excused.

*Observance of Religious Holidays (as provided in the New York State Education Law Section 224-A):* Students who are compelled for religious reasons to be absent on a particular day

for registration, class or an examination will be excused and given an equivalent opportunity to make up the requirements, provided that the student notifies the Instructor (or the Office of Academic Affairs) as soon as the student becomes aware of the conflict and no later than one week prior to the absence.

### **Classification of Students**

<b>Class Year</b>	<b>Academic Credits Completed</b>
First Year	0-30 academic credits
Sophomore	30-59 academic credits
Junior	60-89 academic credits
Senior	90-120 academic credits

### **College Honors**

To complete the Honors Program, and to be recommended by the Honors Program Committee for College Honors upon graduation, a student must be admitted to the program and successfully complete all Honors Program requirements. Each student must graduate with at least a 3.5 cumulative grade point average to receive College Honors. Successful completion of the College Honors Program is designated on the student's transcript.

### **Commencement Participation**

Students may participate in the May commencement ceremony if they are registered in the Spring Term of their senior year for an approved program of studies, which, if completed with suitable grades, will fulfill all degree requirements. Students completing all degree requirements in December or February of a given academic year may participate in the May ceremony of that academic year, but must notify the Registrar in writing of their intent to do so. Students that have fifteen (15) credit hours or fewer remaining toward completion of their degree(s) may request permission from the Registrar to participate in the May commencement. A student may only participate in one commencement ceremony.

Students that complete all degree requirements in September (e.g. finish over the summer) are eligible to participate in the previous May ceremony, but must submit an application for graduation to the Office of the Registrar indicating their intent.

### **Course Cancellation**

The college does not guarantee offering all or any of the courses listed in the college catalog. When there is inadequate registration for a course (generally less than 8 students), it may be cancelled without notice. The Registrar and/or Department Chair will notify all affected students of course cancellations before the first meeting of the course by email and in writing to the student's campus mailbox.

### **Dean's List**

To be eligible for a Fall Term or Spring Term Dean's List, a student must complete within that term at least 12 academic credits, earning a term grade point average of at least 3.5. Any student with a grade of Incomplete in any course in that term other than Senior Project/Thesis is not eligible for Dean's List. Dean's List is issued only at the end of Fall and Spring terms (not for summer sessions or January Term – note that January

Term grades/credits are not included for Spring Term Dean's List eligibility).

### **Deletion of Courses from Final Grade Point Average**

In order to meet the minimum 2.00 cumulative and major grade point averages required for graduation, a senior may elect during his or her final term to exclude from the final cumulative grade point average any course not needed to meet graduation requirements (including total number of academic credits). Such grades will still be shown on the transcript but will not be calculated within the final cumulative grade point average. Such requests must be submitted, in writing, to the Registrar. If a student does not meet the minimum grade point average for a major, he or she must make arrangements with the Chair of his or her department to achieve a 2.000 and must communicate the arrangement, in writing, to the Registrar. A notation appears next to each excluded course on the student's transcript.

### **Departmental Distinction**

Students are awarded Departmental Distinction upon completion of a degree if they have met all of the following requirements:

- Earned a cumulative grade point average of at least 3.3;
- Earned a grade point average of at least 3.5 in the major;
- Completed a departmental capstone with a grade of at least A-;
- Met any other requirements as specified in the *Hartwick College Catalog* by individual departments.

Each department will indicate in the *College Catalog* which courses either within or outside the department count toward requirement two above.

Notice of Departmental Distinction is entered on a student's permanent record and appears on the transcript.

### *Individual Student Program Distinction*

A student who, at the time of graduation, has met the following standards may be awarded a degree with Individual Student Program Distinction upon recommendation of the Interdisciplinary Studies Committee and with the approval of the Committee on Academic Standards:

- Has the approval of the Program Advisor and Advisory Committee;
- Has earned an overall GPA of 3.5 or higher in the courses constituting the area of concentration;
- Completed a senior project with a grade of at least A-; and
- Has earned a cumulative average of at least 3.0.

### **The Family Educational Rights and Privacy Act of 1974 (FERPA)**

The Family Educational Rights and Privacy Act and its implementing regulations, as amended (collectively, FERPA), afford students certain rights with respect to their education records.

- The right to inspect and review the student's educational records within a reasonable time, not to exceed 45 days, of the day the college receives his/her request for access.

Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The college official will make arrangements for access and notify the student of the time and the place where the records may be inspected. If the records are not maintained by the college official to whom the request was submitted, that official will advise the student of the correct official to whom the request should be addressed.

- The right to request the amendment of the student's educational records that the student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights. A student seeking amendment of his/her education record should write the college official responsible for the record, clearly identify the part of the record he/she wants changed, and specify why it is inaccurate, misleading or otherwise in violation of his/her privacy rights. If the college decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when he/she requests a hearing, or otherwise upon request. If the hearing results in a final determination not to amend the record, the student is permitted to place a statement with the record commenting on the contested information, stating his/her disagreement with the decision not to amend the record, or both.
- The right to consent to disclosure of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent. Set forth below is information about circumstances in which FERPA authorizes such disclosures. The college reserves the right to make disclosures of information from education records without a student's consent in these and other circumstances in which such disclosures are permitted by FERPA.

One exception which permits disclosures without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the university in an administrative, supervisory, academic or research or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the university has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks; or a person volunteering or otherwise performing services for the College. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her responsibilities to the university. Another exception permits the University to disclose a student's education records without consent to officials of another university, college or school in which a student seeks or intends to enroll, or is already enrolled, for purposes of the student's enrollment or transfer.

Another exception permits the disclosure of “directory information” without a student’s consent unless the student has followed the steps described below. “Directory information” includes the student’s name, class year, address, telephone listing, e-mail address, date and place of birth, enrollment status (e.g., undergraduate or graduate, full-time or part-time), major field of study, identification number, participation in officially recognized activities and sports, weight and height of members of athletic teams, photographs or other visual images, dates of attendance, degrees and awards received, the most previous educational agency or institution attended by the student, and other information that would not generally be considered harmful or an invasion of privacy if disclosed.

A student has the right to withhold the public release of any or all directory information directly pertaining to him/her by giving reasonable advance written notice to the Registrar by the end of the second week of classes.

- The right to file a complaint concerning alleged failures by the College to comply with the requirements of FERPA. Any questions or concerns pertaining to Hartwick’s compliance with FERPA should be referred to the Office of the Registrar. The Registrar will promptly review all such allegations and initiate appropriate actions. In addition, complaints regarding alleged violations by the university of FERPA may be submitted to:

Family Policy Compliance Office  
U.S. Dept. of Education  
400 Maryland Avenue SW  
Washington, D.C. 20202-5920

Additional information on FERPA, including specific Hartwick College policies and definitions, is found [here](#).

### Final Grade Reports

Final grades are reported electronically at the end of each term. Hartwick College does not mail official grade reports to a student’s permanent home address unless instructed, in writing, by the student. Such requests must be made to the Office of the Registrar and are in effect until rescinded by the student.

### Full- and Part-Time Student Status

A matriculated student is one accepted by the College to work full- or part-time toward a degree. A full-time matriculated student is expected to comply with the Credit Load policy listed elsewhere in the catalog. All matriculated students must abide by the regulations established by the faculty and enforced by the Chief Academic Officer and the Committee on Academic Standards. All matriculated degree seeking students must provide evidence of high school (or equivalent) completion in order to matriculate into a degree program (Hartwick requires an official high school transcript for this purpose). In addition to a high school transcript, all degree seeking transfer students must provide evidence of matriculation at all previously attended post-secondary institutions by submitting official transcripts from those institutions. Since Hartwick is designed primarily as a residential institution for full-time students, exceptions to the

full-time status will be granted only in cases falling within the following categories:

- Students admitted as part-time matriculated students because of an unusual need. An example would be a student who, for financial reasons, cannot afford full-time status or has a documented medical condition that prevents carrying a full time course load. Students in these or similar circumstances may be admitted as part-time students upon approval of the Director of Admissions and Registrar.
- Full-time students who wish to change to part-time matriculated status for one or more terms after enrollment at the College for the following reasons:
  - Continuation of study at the College past the normal four-year period.
  - Enrollment in a final term requiring only part-time load to complete all degree requirements.
  - Special, validated health problems permitting part-time, not full-time, study. Unforeseeable financial emergency.

Full-time students wishing to transition to part-time status for the reasons listed above must request approval for part-time status from the Office of the Registrar. Full-time students who wish to transition to part-time status for reasons not listed above must petition the Committee on Academic Standards for approval. Part-time students wishing to transition to full-time status must request approval for full-time status from the Office of the Registrar.

### Grades

Grades are due 48 hours after the last exam or meeting time and are awarded according to the following scale:

**A:** indicates original or independent thinking, a command of the interrelationships within the subject, the ability to apply the principles learned, a mastery of the subject matter and clarity of expression. Grade points per credit: A = 4.0, A- = 3.7.

**B:** indicates a mastery of the subject matter, an understanding of the fundamentals and their interrelationships, the ability to apply that knowledge and to express it clearly. Grade points per credit: B+ = 3.3, B = 3.0, B- = 2.7.

**C:** indicates an acceptable knowledge of the course content, an understanding of the fundamental principles and a reasonable ability to apply them. Grade points per credit: C+ = 2.3, C = 2.0, C- = 1.7.

**D:** indicates minimal knowledge and understanding of the course content, with a limited ability to apply the principles learned. Grade points per credit: D+ = 1.3, D = 1.0, D- = 0.7.

**F:** indicates that the work was not satisfactorily completed. Grade points per credit: F = 0.0.

**I:** at the discretion of the instructor, a grade of incomplete may be issued. An incomplete grade indicates that the coursework was incomplete at the end of the term and that the instructor

granted additional time to complete the work or additional time was required for grading practices. It should be understood that incompletes are issued for a number of reasons and do not necessarily indicate negligence on the part of the student and are issued at the discretion of the instructor. For the student to receive credit for the course, all work must be completed by one of the following dates, or by an earlier date as set by the instructor: Spring and Summer Term Courses-October 30. Fall and January term Courses-March 30. If a grade is not submitted by the appropriate date, a grade of "F" will be recorded. Note that outstanding incomplete grades are immediately converted to "F" upon dismissal or withdrawal from the institution if not resolved prior to the hiatus being issued. The grade of I is not to be awarded in place of a failing grade, to intentionally delay graduation certification or issuance of a hiatus, or when the student is expected to repeat the course; in such cases, a grade other than I must be assigned. A grade of I will only be issued upon submission of an Incomplete Explanation Form to the Office of the Registrar.

**P:** Pass. Indicates that the work was satisfactorily completed.

**N:** Not-Pass. Indicates that the work was not satisfactorily completed.

Physical education and Wick 101 courses are graded on a Passed (P), Not Passed (N) basis and do not count toward the 120 academic credits required for a degree.

#### **Additional grades:**

**X:** indicates non-attendance in a course. The student must show to the satisfaction of the Committee on Academic Standards that he or she never attended the course or stopped attending the course and failed to withdraw with proper administrative processing. "X" does not count in the total credits attempted and does not factor in to the grade point average.

**W:** indicates that the student withdrew from the course by the end of the ninth week of the term for a Fall or Spring term course or by the end of the third week for a January Term course. Each instructor must provide every student with an evaluation of progress in the course so that the student may evaluate his or her status prior to the deadline for withdrawal. Withdrawals after the deadline are not permitted unless approved by the Committee on Academic Standards. "W" does not count in the total of credits attempted and does not factor in to the grade point average.

**PND:** used when no grade has been submitted by the instructor. The grade is pending. PND grades are used sparingly and only when extenuating circumstances prevent the instructor from issuing a final grade. A letter grade must be submitted by the instructor within one week of being issued or the PND grade will convert to an F.

**AU:** indicates a student has audited a course.

In addition to the grades and quality points referred to above, a faculty member may write a commentary concerning the student's work in a class. Such statements must be submitted to the Office of the Registrar in writing; only then will they be

incorporated as part of the transcript. Grades receiving comment are indicated with a '\*' on the transcript.

#### **Grade Appeal**

A student should have protection against prejudicial and capricious grading. The following policy is established for reviewing complaints about end-of-term grades: the student shall first consult the professor and Department Chair; if no agreement is reached, the student may then bring the case to the Committee on Academic Standards. The Committee shall serve as a review board and, if a change seems justified, the Committee shall be empowered to recommend a change of grade to the professor.

#### **January Term Participation**

First year (freshmen) students that matriculate in the fall term are required to register for at least three academic credits in the January Term of their first academic year. Registering for a course in January Term, although not required, is highly recommended for non-first year students. Any student that does not wish to register for a course in January Term must file a leave of absence with the Registrar's Office. A first year student requesting a leave must have it approved by the Registrar. If a student does not file a leave of absence and does not register for a course in January Term, he or she will be withdrawn from the institution in compliance with the policy on Administrative Withdrawal found elsewhere in the catalog. Any student filing a leave of absence for January Term must complete and submit a Request to Return from a Leave of Absence form to the Registrar's Office prior to returning for a future term.

#### **Leaves, Withdrawals, and Suspensions**

##### **Leaves of Absence**

Students who wish to leave the College for a term, after which they intend to return, must file a written, signed and dated leave of absence request that includes the reason for the leave of absence. If a leave of absence is taken while a student is currently enrolled in classes, that term is considered to be one semester of the leave. A student who leaves campus during a term without filing a leave of absence is considered an unofficial withdrawal. A student who fails to submit a leave of absence request prior to starting a leave will be considered an official withdrawal.

Besides a general leave of absence, students may apply for a leave for medical reasons.

The granting of a leave of absence guarantees readmission to the major in which the student is enrolled when applying for a leave and permits the student to graduate by complying with the degree program requirements in effect when the leave is taken. The date of leave is the date when the student notifies the Registrar's Office of an intention to take a leave of absence or the last day of academic activity as determined by the Registrar.

Students taking a leave of absence who are recipients of Federal Title IV financial aid should contact the Financial Aid Office to determine the implications of the leave on their financial aid. Students who have on-campus housing when applying for a leave of absence are required to live on campus when they return,

unless approved to move off campus by the Office of Residential Life and Housing.

If a student takes a leave of absence and later is placed on probation, suspended, dismissed or expelled, the sanctions take precedence over the leave of absence and stand as a matter of record. Academic probation becomes operative at the end of the leave.

Students on a leave of absence who decide not to return to Hartwick must contact the Registrar's Office to request an official withdrawal. The date of separation for the leave of absence will be used as the date of separation for the withdrawal.

Students who do not return after the specified leave of absence period and who do not apply for an official withdrawal are considered unofficial withdrawals, and the last day of attendance will be considered the date the leave of absence began. Students withdrawn from the College are required to apply for readmission in order to return. In such instances, there is no guarantee of readmission.

Recent changes in federal policy regarding approved leaves of absence require the College to report students who do not return to active enrolled status after one term as withdrawn from the institution.

### **General Leave of Absence**

A general leave of absence is granted for one term to students who wish to interrupt their studies at Hartwick College. A general leave of absence is also required for students studying in non-affiliated programs or for military reasons. Application for a general leave of absence is managed by the Registrar's Office.

If the student is enrolled in classes, taking a leave of absence by the withdrawal deadline date published in the academic calendar results in grades of W (withdrawn) in all courses other than completed courses. Taking a general leave of absence after the last date to withdraw as published in the academic calendar results in grades of F in all courses other than completed courses.

The leave of absence allows the student on leave the opportunity to register in advance for the semester of return.

### **Medical Leave of Absence**

Students who must leave the College because of medical or psychological conditions that necessitate their absence may request a medical leave of absence.

Documentation of the serious nature of the medical condition must be provided to the Perrella Wellness Center. Approval must be given by the Director of Perrella Wellness Center (in consultation with the Director of Counseling when it is a psychological condition). Application forms for medical leaves of absence are available at the Perrella Wellness Center.

When a medical leave of absence is granted during the course of the term, the course grade is normally a W (withdrawn) in all

courses, other than completed courses, unless the student initiates and receives appropriate approval for an incomplete (I) from an instructor within five business days of the date the leave is issued. The Registrar's Office must be notified within the five business day period, in writing, from the instructor, if a grade of incomplete (I) will be issued. If a grade of I is issued, a student must remove it by the first published incomplete grade expiration deadline after their return. If the grade is not removed within the time allowed, it will convert to F.

Applications for medical leave must be submitted by the last date to withdraw from courses as published in the academic calendar. Applications submitted after the withdrawal deadline date will not be considered, except in extraordinary circumstances. In such circumstances, additional documentation and information may be required, and the decision will involve input from the Vice President of Student Experience.

A student must be cleared through the Perrella Wellness Center before returning from a medical leave of absence. Documentation must be submitted to the Perrella Wellness Center indicating that the medical or psychological condition has been remedied and that the student is capable of resuming study at the College. All information submitted becomes part of the student's health record and will remain confidential. Students on medical leave are not eligible to register for courses until approved to return from medical leave.

### **Administrative Leave of Absence (effective July 1, 2014)**

This policy is meant to be invoked only in extraordinary circumstances, when a student is unable or unwilling to request a leave of absence or official withdrawal when such a hiatus may be necessary to protect the safety of that student and/or others, or the integrity of the College's learning environment. Before an administrative leave is issued, every effort will be made to encourage the student to take a voluntary leave or withdrawal. Administrative leaves can be issued within or prior to the start of a term.

The policy and procedures for an administrative leave of absence do not take the place of disciplinary actions that are in response to violations of the Student Code of Conduct or the Academic Honesty Policy, nor do they preclude the removal or dismissal of students from the College as a result of such violations.

#### *Placing a Student on Administrative Leave of Absence*

The Vice President for Student Experience (or designee) may be alerted to a student's behavior from a variety of sources on campus (Residential Life, 3333/early alert\*, Campus Safety, Wellness Center, a faculty or staff member, the student's adviser, etc.). If the Vice President deems it appropriate, these procedures will be initiated:

1. The Vice President for Student Experience (or designee) will notify the student that an administrative leave is under consideration.
2. The Vice President for Student Experience (or designee) will discuss with the student the implications of and procedures relating to an administrative leave of absence. A copy of this

policy will be provided to the student. Whenever possible and appropriate, the Vice President for Student Experience (or designee) will encourage the student to take a voluntary leave or withdraw, thereby eliminating the need to complete the process for an administrative leave.

3. The Vice President for Student Experience (or designee) will confer as feasible and appropriate with the following individuals or their designees regarding the need for an administrative leave of absence: Dean of Academic Affairs, Dean of Student Life, Director of Perrella Wellness Center, Director of Counseling, Director of Campus Safety
4. During these consultations, these individuals will pay particular attention to the criteria for invoking an administrative leave, especially whether the student engages in, or is judged likely to engage in, behavior that poses a danger of causing harm to him/herself or others, or that disrupts the learning environment.
5. The Vice President for Student Experience (or designee) may require a student to undergo a psychological and/or physical evaluation if she/he believes it will facilitate a more informed decision. The student's refusal or failure to undergo such evaluation will not affect the College's right to invoke and apply this policy. In this event, a final decision will be made without benefit of this information.
6. Following these consultations, the Vice President for Student Experience (or designee) will make a final decision regarding the administrative leave of absence and must provide written notice of this decision to the student.

If an administrative leave is imposed, the Vice President for Student Experience (or designee) will inform the student of the decision, as well as the specific requirements for reenrollment. If an administrative leave is not imposed, the Vice President for Student Experience (or designee) may impose other conditions and/or requirements under which the student is allowed to remain at the College.

Administrative leaves are effective immediately and in effect for one term, or until any applied sanctions have been removed. A student on administrative leave is not permitted to visit the campus or have contact with anyone on the campus without special permission. An administrative leave cannot be appealed. Administrative leaves may be issued until the last day of classes in a term. Grades of "W" will be issued for all courses if the leave is issued within a term.

\*Prior to initiating a request to proceed with an administrative leave, the 3333/early alert administrator contacts instructors of courses in which the student is registered to determine the duration of class absence. If the student has missed one week of classes, the 3333/early alert administrator attempts to reach the student by email, phone and formal letter within five days of verifying the absences to discuss his or her options and encourage a leave of absence, if necessary. If the student is non-responsive after the third attempt at contact, contact is made with his or her parent or guardian to intervene. If the student is still not responsive after the parent or guardian has been contacted, the 3333/early alert administrator will contact the vice president of student experience (or designee) to begin administrative leave

proceedings. If the student is responsive at any point during the outreach process but the 3333/early alert administrator believes an administrative leave is necessary, he or she will contact the Vice President of Student Experience (or designee) to begin proceedings.

#### **Request for Reenrollment from Administrative Leave**

A formal, written request for reenrollment after an administrative leave of absence must be submitted to the Vice President for Student Experience. The student's reenrollment request will be reviewed by the Vice President for Student Experience (or designee), who must approve the reenrollment.

When a medical or psychological condition forms the basis of the administrative leave, the student will be notified in writing of the required procedures for reenrollment. In this circumstance the Vice President for Student Experience (or designee) may consult with the Director of Perrella Wellness Center and/or the Director of the Counseling in deciding whether to approve the student's request to reenroll. Upon approval, a student on administrative leave must complete an "intent to return from leave of absence" form at least 15 days prior to the start of the term in which he or she intends to return and submit it to the Registrar's Office.

#### **Suspensions**

Suspension is a compelled separation from the college for academic or disciplinary reasons. Studies at the college are interrupted for a period not less than through the end of the current academic term. The period of suspension may include the college intersession immediately prior to and after any academic term during which the student is prohibited from the college. The suspension may begin while an appeal or hearing is pending.

During a suspension, the student is excluded from all college activities and locations, as well as from preregistration. A grade of "W" will be entered on the transcript for courses in which the student was enrolled, with the exception that in the case of suspension for academic dishonesty, a grade of "F" will be entered for the course in which the academic dishonesty occurred. For courses in which a grade has been entered prior to the suspension (first half courses, for example), the letter grade will stand.

Any student who is suspended must cease residing in college housing within twenty-four hours of the beginning of the suspension period unless special permission is granted by the Vice President for Student Experience or his or her designee. The Vice President for Student Experience may reduce the twenty-four-hour period when deemed appropriate. There is no refund of tuition, room, or board.

The conditions under which a student is eligible to return are specified in the letter of suspension, as is the date. Return is contingent upon a favorable review by the Dean of Academic Affairs, in the case of suspension for academic dishonesty; by the Committee on Academic Standards, in the case of a pending appeal of academic dismissal; or by the Vice President for Student Experience, in the case of disciplinary suspension.

All suspensions are recorded on the student's official academic transcript. Students who do not return at the specified time and whose period of suspension is not extended will be withdrawn. Such students, if they wish to return, must apply for readmission to the College.

### **Academic Leave of Absence**

Academic leaves are granted to students who wish to study at another college for a specified period of time generally not exceeding one academic year. Academic leaves are normally issued when a student participates in a non-affiliated off-campus program of study. A student desiring an academic leave should contact the off-campus programs office for approval of the leave. The student will be notified of approval in writing by the off-campus programs office. Grades received for courses completed as part of a non-affiliated off-campus program are treated like transfer credit. Grades received for courses completed as part of an affiliated off-campus program of study are applied to a student's academic record and count towards GPA and credit completion requirements. Students participating in non-affiliated programs of study are not eligible for an academic leave of absence and must file a general leave of absence to participate.

Note that the term 'affiliated' refers to affiliated programs and programs competed with Hartwick support (i.e. paying tuition directly to Hartwick to participate).

### **Military Leave of Absence**

Any student who receives orders to report for active military duty should contact the Office of the Registrar and present a copy of military orders (if a copy of military orders is not available, the student may begin the leave process by submitting a personally signed request indicating times and dates of intended call-up). The Office of the Registrar will enter a grade of 'W' for all registered but not completed courses in the current term. If the leave occurs late in the semester, the student may arrange for a final graded evaluation of his/her course work or take Incompletes for all remaining coursework.

Upon completion of active military duty, the student will be automatically readmitted to the College by notifying the Office of the Registrar in writing of his/her intent to resume academic study at Hartwick.

### **Official Withdrawal**

A student who wishes to leave Hartwick and has no plans to return must complete, sign and submit an official withdrawal form to the Office of the Registrar. Students may officially withdraw from the College up to the last day of classes for the term; however, to receive a course grade of "W", a Course Add/Drop Form must be submitted to the Office of the Registrar by the regular term deadline for withdrawal with a "W." Students who withdraw after the regular term deadline for course withdrawal with a "W" may be subject to course grades of "F" for the term in which the withdrawal is being submitted. Students who officially withdraw will have the notation of Official Withdrawal on their record. Students who leave the College without submitting a completed official withdrawal form will be considered to have unofficially withdrawn and will have such a

notation posted on their academic record. See the policy on Unofficial Withdrawal for more information. If a student officially withdraws and later wishes to resume study, an Application for Readmission must be made to the Office of the Registrar.

### **Unofficial Withdrawal**

Students are considered unofficial withdrawals by the college if (1) they have not registered for classes by the end of the add/drop period of Fall, January and Spring terms, (2) they have not returned to the College when the approved period of a leave of absence has expired, (3) they have not returned at the time specified after academic or social conduct suspension, (4) they have left the campus while a term is in session with no intention of returning and not filed appropriate leave or withdrawal paperwork, (5) they have not completed all degree requirements by their stated graduation date. Note that outstanding Incomplete ("I") grades are converted to "F" when a student is unofficially withdrawn. If a student is unofficially withdrawn and later wishes to resume study, an Application for Readmission must be made to the Office of the Registrar. Notice of unofficial withdrawal is posted on a student's academic record. The posted date of an unofficial withdrawal is at the discretion of the College and usually reflects the last date of attendance.

Hartwick College uses the following procedures to determine if students never attend class and/or withdraw unofficially, and to determine repayments due back to aid programs.

Beginning of each term:

1. Faculty members are reminded by the Office of Academic Affairs that they are required to check class rosters at the end of each add/drop period (for full term, first and second half courses). Faculty report changes to their class rosters to the Office of Academic Affairs, including students who have never attended class to the early alert system for additional follow-up.
2. For students enrolled in classes, financial aid is held, if not already released to the student, for students not attending class. Students are notified that financial aid is on hold until class attendance can be verified. Students who claim they are attending class(es) may have aid reinstated ONLY if their professor(s) confirm attendance by directly contacting the Financial Aid Office (e-mail required). The student's claim to have attended class, absent positive confirmation from the faculty member, does not constitute confirmation of class attendance.
3. After all faculty members have reported to the Office of Academic Affairs, federal aid awards are recalculated for students not attending class(es). Federal awards are adjusted to pay only for classes the student is attending. This adjustment could result in the reduction of aid awarded and/or the loss of grant, scholarship or loan funds. If attendance rosters indicate the student never attended any classes, all federal financial aid is cancelled and an unofficial withdrawal is issued by the Registrar's Office.

This process is repeated for 4 week, 7 week and final grading periods for which faculty are required to submit grades for all

students on their rosters. For students receiving failing grades at each of these grading periods, faculty also are required to indicate a last day of attendance. If a failing grade is issued, then the Office of Academic Affairs will follow-up to verify last day of attendance.

The College returns aid to the financial aid programs and bills the student for funds received for classes never attended. Repayment may be required with funds other than financial aid. If this occurs and the bill remains unpaid for more than 120 days, a third party collection agency will be used and the debtor will also become liable for any additional collection costs associated with the collection of any amount not paid. Students are ineligible for future aid until debt repaid in full.

At the end of each term (Fall, J-Term, Spring):

1. The Registrar creates an exception report of all students with “F”, “W” and/or “N” grades for all classes, and notifies the Financial Aid Office as well as the Office of Academic Affairs.
2. The Center for Student Success conducts an LDA search on each student to verify if a student had completed the course with a failing grade or stopped attending. If a student stopped attending, then an LDA will be established and Academic Affairs will notify Financial Aid and the Registrar so that the student(s) are unofficially withdrawn.
3. If no last date of attendance is known, then it is assumed to be the 50% point of the term (as allowed by federal regulations). Exception: students reported on the non-attending list are dropped at 100% from those classes.
4. Once the withdrawal date is determined, the Financial Aid Office calculates the amount that must be returned to aid programs by the College and the student, in accordance with federal regulations and College policy. For details, see the Return of Title IV Funds policy which follows.

### **Missed Class**

#### *Rationale for College-wide Missed Class Policy*

Hartwick College believes that extra-curricular and co-curricular activities are an integral part of the liberal arts and is dedicated to supporting these experiences for all students. These extra and co-curricular events include: athletics, conference attendance and presentations, registered club events, and career-related interviews. The purpose of a Missed Class Policy is to create a consistent policy which reduces conflict between students needing to participate in extracurricular and co-curricular activities and professors and balances academic integrity and fairness for all students.

#### *Missed Class Policy*

In support of extracurricular and co-curricular participation Hartwick College recognizes the fact that students may occasionally encounter conflicts with attending classes. If they follow the policies and procedures described below, then they will be excused from classes when they are officially representing the College in athletic competition in season, participating in club-sponsored conferences and presentations, or presenting at academic conferences or other significant

extracurricular or co-curricular events. Habitual absences from class due to extracurricular or co-curricular events may jeopardize a student’s ability to succeed in a class. Therefore, students should avoid scheduling classes in times which would habitually conflict with extracurricular or co-curricular activities. Students will provide each instructor with an agreement letter prior to the end of the first week of the semester (or by the second day of January term) notifying them that they may occasionally have to miss class for an event or competition and will work with the faculty member to complete any missed assignments. In the event that an activity is not known prior to the drop/add period the student will notify the instructor as soon as they are aware of the conflict.

In all cases and for all activities students will present the faculty member with a hard copy of a letter detailing the activity, dates of the activity and acknowledgement of the class assignments that will be missed and date for submission of any course work. Students are expected to notify their instructors in whose courses they will be missing academic work—preferably two weeks before each absence from class—due to extra-curricular or co-curricular participation. When applicable, the letter also will be signed by appropriate college personnel coordinating the event and will be accompanied by a schedule of conflicting times and will include anticipated departure times.

For athletic competitions, students will be excused from class an hour before the scheduled departure time when traveling to away games and an hour before the start of a home competition. In cases in which a student will miss more class sessions than what is outlined in the class syllabus (e.g. 3 absences are allowed), the student will not be disadvantaged by having the final grade reduced due to representing the College as long as all missed work is completed.

All work that was due on the day of the missed class will be given to the instructor at a time decided on by the instructor. While some lab periods cannot be administered at a later time, students should be informed of the class expectations upon the first day of class for all classes with a lab component. If expectations are clearly defined on the first day of class, students will be required to plan accordingly in the knowledge that there may or may not be some flexibility with the lab component.

After discussing the absence and the process for completing missed work or submitting assignments with the faculty member, the student will sign the agreement letter which will remain with the instructor.

In the case that a student and instructor cannot find agreement on the missed class, the student or faculty member can request a discussion with the coach, Athletics Director, Faculty Athletics Representative, or Student Life Representative in order to seek a resolution. In cases where a resolution cannot be found, the student or faculty member can request a review and discussion by a Missed Class Mediation Board comprising one member of the faculty, one staff member, and one student. The Missed Class Mediation Board will seek to find a compromise which is beneficial to both student and faculty but does not undermine

academic integrity or extra-curricular and co-curricular participation.

### Official Transcripts

A permanent transcript for each student is maintained by the Office of the Registrar. Each student is entitled to one certified transcript of college credits without cost upon graduation (this is included with the diploma). A fee is charged for each additional transcript. The Office of the Registrar does not issue unofficial transcripts to students. Students may obtain an unofficial transcript via their WebAdvisor accounts.

No transcript of a student's permanent record will be issued without written authorization from the student. No telephone, fax or third-party requests will be honored. Members of the faculty or administration may have access to the records if they have a legitimate interest in and demonstrate a need for the information. College policy permits the withholding of a transcript until a student's debts, including library and traffic fines, have been paid.

### Transcript Notations

New York Enough is Enough law requiring Hartwick College to make specific notations on the transcripts of respondents found responsible for the following prohibited conduct: sexual assault, dating violence, domestic violence, and stalking.

- Students suspended after a finding of responsibility will receive the following notation on their transcript: "suspended after a finding of responsibility for a code of conduct violation." Such notations will remain for at least one year after the conclusion of the suspension, at which point a suspended student can seek removal of the notation by appealing to the Vice President for Student Experience.
- Students expelled after a finding of responsibility will receive the following notation on their transcript: "expelled after a finding of responsibility for a code of conduct violation." Such notation shall not be eligible for removal.
- Students who withdraw pending resolution of alleged violations of this Policy will receive the following notation on their transcript: "withdrew with conduct charges pending." Such notation shall not be eligible for removal unless the charges are later resolved.
- If the College vacates a finding of responsibility for any reason, any such transcript notation shall be removed.

### Overall Average Honors

Upon degree completion, students are awarded degrees with honor as follows:

- Summa cum laude: 3.850 or higher cumulative grade point average
- Magna cum laude: 3.650 or higher cumulative grade point average
- Cum laude: 3.400 or higher cumulative grade point average

A student who has transferred academic credit to Hartwick College is eligible to graduate with honors only if the grade point

average for the student's entire college career, including grades received for transfer courses, falls into one of the categories above. In accordance with the Access to Release Educational Records policy found elsewhere in the catalog, students may request to view transcripts on file from non-Hartwick institutions at any time.

### Readmission (from Withdrawal, Academic Dismissal or for a Second Degree)

Any student who has withdrawn, been academically dismissed from the institution or is interested in returning to complete a second degree after graduation is eligible to apply for readmission. A student applying for readmission must submit a readmission application at least 15 business days prior to the start of a term.

To be considered for readmission, a student must complete the following steps prior to the desired term of reentry:

1. Complete and submit the Application for Readmission form to the Office of the Registrar.
2. Request that official transcripts from colleges or universities attended while away from Hartwick College to be sent to the Office of the Registrar at least one week prior to the start of the desired reentry term.
3. If you are applying for readmission from an academic dismissal you must provide an additional essay describing any and all activities in which you have been engaged during your time away from Hartwick that you believe will contribute positively to achieving your academic goals.

The readmission review process begins when all application materials have been received. Readmission applications are reviewed by the Registrar and Dean of Student Life.

*\*Please note: A student who was academically dismissed is eligible to apply readmission through the Office of the Registrar with acceptance decisions subject to approval by CAS.*

A student who has graduated from Hartwick and wishes to return to complete a second degree must apply for readmission through the Registrar's Office. Upon readmission the student is considered a transfer and up to 75 of his or her prior Hartwick credits may be applied toward the new degree.

### Second Degree (effective July 1, 2014)

Students who wish to earn two degrees must satisfy the major requirements of a department in each area and complete an additional 30 credits for a total of at least 150 credits. Performance music credits beyond 12 credits WICK 101, Transfer Transitions, and Physical Education credits do not count toward this requirement. It is assumed that students pursuing this option will complete the equivalent of an extra year of study. Students may only pursue a Bachelor of Arts (BA) with a Bachelor of Science (BS) degree under this policy. Pursuing two Bachelor of Arts or two Bachelor of Science degrees is not permitted.

### Special Students (Non-Degree Seeking, Part Time Students)

In special cases students who are not matriculated at Hartwick or other institutions may be admitted as part-time students (taking no more than 8 credits in the fall and spring terms, and 4 credits in January term). The standards for admission for special students are comparable to those that govern those who apply for matriculated status.

Students with no Hartwick affiliation desiring special student status must contact the Admissions Office for an application. High school (or equivalent) students wishing to enroll must contact the Office of Academic Affairs for an application. Students with a Hartwick affiliation (spouse, parent, etc.) desiring special student status must contact the Office of Office of the Registrar for an application. Special students will be required to provide official collegiate transcripts and may be requested to provide official high school transcripts with test scores prior to admission. Upon acceptance, students may register in classes on a space-available basis, with instructor approval, assuming they have satisfied course prerequisites.

Special students must submit a special student application each term in order to remain active. If an application is not received for the term immediately following the first term a student registers for a course, he or she is made inactive.

**Standards of NYS Student Aid Eligibility**

Academic Eligibility for NYS Student Aid (including scholarships and TAP): The following academic eligibility requirements apply for the granting of New York State student aid:

*Enrollment Requirements*

Awards are granted only to full-time matriculated students. According to state guidelines, full-time students must enroll for a minimum of 12 credits for the Fall Term and 12 credits for the

January/Spring terms. Repeating a course does not count toward the required number of courses for that term. The State Education Department permits the January Term to be used with the Spring Term only and it cannot be used to make up a Fall Term deficiency. Every recipient must have a major declared or an ISP approved by the end of the sophomore year. Failure to meet enrollment requirements results in loss of the award for that term.

*Program Pursuit*

Satisfactory program pursuit is defined as receiving a passing or failing grade in a certain percentage of a full-time course load in each term for which an award is received. The percentage increases from 50 percent of the minimum full-time course load in each term of study in the first year for which an award is received, to 75 percent of the minimum full-time course load in each term of study in the second year for which an award is received, to 100 percent of the minimum full-time course load in each term thereafter.

Students must complete (with a grade of A, B, C, D or F) a minimum number of courses each term as follows:

- 6 credits per term in the first year an award is received;
- 9 credits per term in the second year an award is received;
- 12 credits per term each term thereafter.

Incompletes are permitted if the course is finished prior to the end of the next term.

In addition, a certain number of credits must be accrued (successfully completed with grades of A, B, C or D) and a **minimum cumulative GPA attained each term as follows:**

<b>Before being certified for this payment</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>	<b>6th</b>	<b>7th</b>	<b>8th</b>	<b>9th</b>	<b>10th</b>
<b>Minimum number of credits accrued</b>	0	3	9	21	33	45	60	75	90	105
<b>Minimum GPA</b>	0	1.1	1.2	1.3	2.0	2.0	2.0	2.0	2.0	2.0

**For Students first receiving aid in 2010-11 and thereafter:**

<b>Before being certified for this payment</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>	<b>6th</b>	<b>7th</b>	<b>8th</b>	<b>9th</b>	<b>10th</b>
<b>Minimum number of credits accrued</b>	0	6	15	27	39	51	66	81	96	111
<b>Minimum GPA</b>	0	1.5	1.8	1.8	2.0	2.0	2.0	2.0	2.0	2.0

Failure to meet program pursuit or satisfactory academic progress requirements results in the loss of the award for the subsequent term. A student may request a waiver of the above standards **ONLY ONE TIME** as an undergraduate. Request will be considered on an individual basis and granted only for exceptional or extraordinary circumstances relating to death of a close relative, serious personal illness or injury, or other personal extenuating circumstances. The request for waiver will be reviewed and determined by the certifying officer and the Registrar.

For information regarding New York State Awards, contact the Higher Education Services Corporation, Office of Grants and Awards, 99 Washington Avenue, Albany, New York 12255, [www.hesc.org](http://www.hesc.org), or your high school guidance counselor.

**Student Grievances**

The following policy is established for reviewing any concern a student has about an instructor that is not grade-related: Under most circumstances the student shall first consult the instructor,

and if no resolution is reached, then the student should bring the concern to the Department Chair.\* (If for any reason a student is not comfortable approaching their instructor, the process will begin with the Department Chair.) The Department chair will first determine if the concern should be referred to another office (e.g., Student Affairs, HR, Title IX), if not, then the Chair will work to find a resolution. If meeting with the Department Chair does not resolve the issue, then the student may bring the concern to the Dean of Academic Affairs, who will determine a resolution and communicate that resolution to the student, the faculty member, and the Department Chair.

\*Note: in the event that the instructor involved is the department chair, then the student should approach the Dean of Academic Affairs.

### **Visiting Students**

Visiting students are matriculated students in good standing at other campuses who wish to pursue coursework at Hartwick that is uniquely relevant to their educational programs. Visiting students may enroll in a normal course load at Hartwick, so long as they have explicit permission from their home colleges. Such students must submit an official statement documenting their status in good standing and the approval of the Dean or other designated authority from the student's home institution to the Office of the Registrar. No other application information is required. If a visiting student subsequently applies for regular admission to Hartwick, full admissions documentation must be presented.

### **Waiver of Academic Requirements**

Requests for waivers of academic requirements must be made via petition to the Committee on Academic Standards. Petitions must

be submitted to the Office of the Registrar for review by the Committee. Requests for waivers of Liberal Arts in Practice general education requirements must be made to the Dean of Academic Affairs. Requests for waivers of First Year Seminar or WICK-101 requirements must be made to the Center for Student Success. In each case, if a waiver is approved, the Office of the Registrar is notified in writing by the party issuing the waiver. After notification, the waiver is processed and reflected on the student's academic record.

### **Waiver of Foreign Language Requirement**

International students whose first language is not English or who spoke at home a language other than English will be waived from the foreign language requirement. This waiver can include students from countries whose official language is English if the preceding conditions are fulfilled.

If a U.S. citizen was born elsewhere, attended high school in that country, and studied a language other than English, s/he may be waived from the foreign language requirement based on the high school document.

U.S. students are required to fulfill the foreign language requirement. If a student speaks a language other than English at home, s/he may take a proficiency test in that language to fulfill the requirement.

### **Waiver of Physical Education Requirement**

Any student aged 25 or over is eligible for a waiver of the general education Physical Education Requirement. Eligible students wishing to request a waiver must submit their request, in writing, to the Office of the Registrar.

# Graduate Catalog 2019-2020

## **Admission to the Graduate Program**

Hartwick College seeks to admit a diverse cohort of students for the master's program in Translational Biomedical Research Management. Students may have a background in the natural, health, or social sciences.

Hartwick offers rolling admissions for Fall enrollment in the master's program and applicants will be notified of their admissions decision within two weeks of file completion. Students will be contacted if any parts of the application or supporting documents are missing.

### **Graduate Student Application Procedure**

- Complete the online application form.
- Request official transcripts from each higher education institution previously attended. Transcripts should be sent directly to Translational Biomedical Research Management (TBRM), Hartwick College, PO Box 888, Oneonta, NY 13820. Updated transcripts for any in-progress coursework will be required before enrollment.
- Three letters of recommendation are required. One letter must be from a science professor with whom you took a class and/or did research. The remaining two letters may be from college instructors, advisors, researchers, clinical preceptors, or employers. If you currently hold or have held an entry level professional position in clinical or applied research and development, one letter of recommendation must be from your current or former employer. Please provide a name and email address for each reference and notify them that Hartwick College will be requesting a letter of recommendation from them directly.
- Request that ETS send your GRE scores to the TBRM program using institution code: 2288.
- Upload for review your
  - a. Resume or curriculum vitae. Include academic accomplishments, recognition achievements, and any previous experience you may have had in clinical or applied research and/or development.
  - b. Statement of Purpose. Tell us about you, why you are applying, and what makes you a great fit for this program. We are eager to learn how this master degree will help you reach your career development goals and change the healthcare landscape for the better.
  - c. Unofficial transcripts.
- Deadline for TBRM applications for Fall admissions: August 1.

### **Deferred Enrollment**

For the admitted students who wish to defer enrollment for up to one year, a request should be sent to the Director of Admissions for deferred enrollment stating the reason(s) for the request. The enrollment deposit is required to grant deferral.

### **International Student Application Procedure**

- Students who are citizens of countries other than the United States are encouraged to apply for admission. International students should apply following the same application procedure for U.S. students. International students should be prepared to submit objective test scores to indicate their level of English proficiency.
- Naturalized U.S. citizens, permanent residents, or holders of international visas who complete pre-requisite courses and/or hold the equivalent to a U.S. bachelor's degree from outside the U.S. must provide an official international transcript and degree evaluation by World Education Services (WES). To expedite the application review process, unofficial WES evaluations may be used at the time of the initial application. However, if accepted into the master's program, an official evaluation will be required before matriculation.
- Affidavit of Financial Support (i.e., bank statement, proof of sponsorship and/or overall financial affordability).
- Official TOEFL or IELTS test scores (if English is not your first language). A minimum 550 TOEFL score (80 for TOEFL iBT). A minimum 5.5 IELTS score. The testing requirement may be waived if the applicant has completed a degree in an English-speaking country. Request that ETS send your TOEFL scores to the TBRM program using institution code 2288. IELTS scores should be sent via mail or email: Translational Biomedical Research Management (TBRM), Hartwick College, PO Box 888, Oneonta, NY 13820 or [tbrm@hartwick.edu](mailto:tbrm@hartwick.edu).

### **Transfer Student Application Procedure**

Up to 9 credits of appropriate coursework may be transferred. All transferred credits must be at the graduate level, must meet academic standards, must be graded (no pass/fail or satisfactory/unsatisfactory), and must have a grade of B or better.

Students who wish to transfer credit to Hartwick's TBRM program are requested to submit the following:

6. Credit transfer application form.
7. Official transcript documentation for the credits to be transferred, including course name and content, verified by the issuing institution.
8. Naturalized U.S. citizens, permanent residents, or holders of international visas who complete pre-requisite courses and/or hold the equivalent to a U.S. bachelor's degree from outside the U.S. must provide an official international transcript and degree evaluation by World Education Services (WES). To expedite the application review process, unofficial WES evaluations may be used at the time of the initial application. However, if accepted into the master's program, an official evaluation will be required before matriculation.
9. Applications for transfer of credit should be sent to Translational Biomedical Research Management (TBRM), Hartwick College, PO Box 888, Oneonta, NY 13820.
10. Non-refundable review fee of \$100.

## Graduate Program Admission Requirements

All students must have:

- A BA/BS in natural, social, or health sciences completed at an accredited college or university (see below for preferred degrees).
- Note: For candidates applying with an undergraduate degree, a refresher course is recommended if taken before 2010

- Minimum 3.000 cumulative grade point average (on a 4.000 scale) in all college work and pre-requisites.
- 1 year of clinical research or development or equivalent experience.
- A minimum GRE score of 150 for quantitative/verbal and 3.5 for analytical writing, unless candidate already holds a graduate degree OR has worked in the translational field for a minimum of 3 years.
- Minimum of 1-year experience in clinical or applied research and/or development.

Preferred Pre-Requisites Based on Background		
NATURAL SCIENCES	HEALTH SCIENCES	SOCIAL SCIENCES
<p><u>Admission Requirements</u></p> <ul style="list-style-type: none"> <li>• A degree in biology, chemistry, biochemistry, biomedical sciences, pharmaceutical sciences or equivalent is preferred.</li> </ul> <p><i>#Email us an inquiry for other equivalent degree(s)</i></p>	<p><u>Admission Requirements</u></p> <ul style="list-style-type: none"> <li>• A degree in medicine, nursing, pharmacy, physician assistant or equivalent is preferred.</li> </ul> <p><i>#Email us an inquiry for other equivalent degree(s)</i></p>	<p><u>Admission Requirements</u></p> <ul style="list-style-type: none"> <li>• A degree in epidemiology, public health, economics, business, sociology, psychology or equivalent is preferred.</li> </ul> <p><i>#Email us an inquiry for other equivalent degree(s)</i></p>
<p><u>Preferred pre-requisites</u></p> <ul style="list-style-type: none"> <li>• *General biology with labs OR cellular &amp; molecular biology OR molecular genetics</li> <li>• General chemistry with labs</li> <li>• *Statistics OR calculus</li> <li>• *Microbiology OR *Immunology OR Pathophysiology OR <b>HC online summer preparatory course BIOL344</b></li> <li>• *Human physiology: one course for science majors (if taking anatomy &amp; physiology sequence, the entire sequence must be completed) OR <b>HC online summer preparatory courses BIOL206 and BIOL207</b></li> <li>• *Biochemistry OR *Immunology OR Pathophysiology OR <b>HC online summer preparatory course BIOL344</b></li> </ul> <p><i>*For candidates applying with an undergraduate degree, a refresher course is recommended if taken before 2010</i></p>	<p><u>Preferred pre-requisites</u></p> <ul style="list-style-type: none"> <li>• *General biology with labs</li> <li>• General chemistry with labs OR Epidemiology OR Pathophysiology OR <b>HC online summer preparatory course BIOL344</b></li> <li>• *Statistics OR calculus</li> <li>• *Microbiology: one course for science majors</li> <li>• *Human physiology: one course for science majors</li> <li>• *Biochemistry OR *Immunology OR Pathophysiology OR <b>HC online summer preparatory course BIOL344</b></li> </ul> <p><i>*For candidates applying with an undergraduate degree, a refresher course is recommended if taken before 2010</i></p>	<p><u>Preferred pre-requisites</u></p> <ul style="list-style-type: none"> <li>• *General biology with labs OR *Human biology</li> <li>• *Biology courses designed for non-science majors will be reviewed on a case-by-case basis.</li> <li>• General chemistry with labs OR Epidemiology OR Pathophysiology OR <b>HC online summer preparatory course BIOL344</b></li> <li>• *Statistics (not business analytics) OR calculus</li> <li>• *Microbiology OR Pathophysiology OR <b>HC online summer preparatory course BIOL344</b></li> <li>• *Human physiology: one course for science majors OR <b>HC online summer preparatory courses BIOL206 and BIOL207</b></li> <li>• *Biochemistry OR *Immunology</li> </ul> <p><i>*For candidates applying with an undergraduate degree, a refresher course is recommended if taken before 2010</i></p>
<p><u>Experiential pre-requisites</u></p> <ul style="list-style-type: none"> <li>• Minimum of 1-year experience in clinical or applied research and/or development.</li> </ul>	<p><u>Experiential pre-requisites</u></p> <ul style="list-style-type: none"> <li>• Minimum of 1-year experience in clinical or applied research and/or development.</li> </ul>	<p><u>Experiential pre-requisites</u></p> <ul style="list-style-type: none"> <li>• Minimum of 1-year experience in clinical or applied research and/or development.</li> </ul>
<p><u>Recommended pre-requisites</u></p> <p>The following recommended courses will help strengthen your <i>background</i> and</p>	<p><u>Recommended pre-requisites</u></p> <p>The following recommended courses will help strengthen your <i>background</i></p>	<p><u>Recommended pre-requisites</u></p> <p>The following recommended courses will help strengthen your <i>background</i> and</p>

<i>competitiveness</i> : cellular & molecular biology, molecular genetics, calculus, medical terminology, epidemiology, sociology, cultural anthropology	and <i>competitiveness</i> : epidemiology, calculus, microeconomics, general psychology, sociology, cultural anthropology	<i>competitiveness</i> : epidemiology, medical terminology, calculus, microeconomics, general psychology, sociology, cultural anthropology
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## Graduate Program Student Finances

### Financial Aid and Affordability

TBRM master’s students may be eligible to receive unsubsidized Federal Direct Loans (pending approval). Further information may be obtained from the Office of Financial Aid (<https://www.hartwick.edu/admissions/financial-aid/>). You may also find more information about graduate student loans at the U.S. Department of Education website (<https://studentaid.ed.gov/sa/types/loans/subsidized-unsubsidized>).

### Applying for Financial Aid

At Hartwick, our goal is to help you through the steps of applying for financial aid. We want you to fully understand the financing options available so you can best plan for your future.

There are several different ways to apply for financial aid depending on what type of student you are. Below are the steps that outline the process.

### For New Students (U.S. Citizens and Permanent Residents):

- All students who are U.S. citizens or permanent residents in a degree-seeking, aid eligible program should complete a [Free Application for Federal Student Aid](#) (FAFSA). Hartwick uses your FAFSA information to determine eligibility for federal student loans. **The Hartwick FAFSA school code is: 002729**

**The recommended filing date for new students is March 1.**

### For Continuing Students (U.S. Citizens and Permanent Residents):

- A renewal FAFSA is necessary for each year you continue at Hartwick. **The priority filing date is May 1.**

### Financial Aid Application Deadlines & Notification Dates

First-Year Students	FA Application Deadline	Notification
Fall Entrance	ASAP after January 1	On a rolling basis after January 15

Transfer Students	FA Application Deadline	Notification
Fall Entrance	August 1	Two weeks after forms are received or after the admissions decision is sent

## **Graduate Program Billing**

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### **Tuition**

Tuition is \$900 per credit hour. The total master's program tuition (2 years) for students starting in Fall 2019 is \$32,400.

Note: Tuition does not include the cost of travel, lodging, and meals for the on-campus experiential sessions.

### **Fees**

There are no fees for TBRM graduate students except the transfer credit review fee, if applicable.

### **Transcript/Diploma**

As long as there is an outstanding (delinquent) balance on an account, including Hartwick Tuition accounts, no transcript or diploma will be released from the College. Prior to requesting the transcript from the Office of the Registrar, you need clearance from the Office of Student Accounts. Save yourself extra effort and contact this office first.

### **Billing Address**

Notifications of electronic statements are sent to the student at his/her/ email address; this is determined by the individual who signed the Financial Responsibility Form. We are not allowed to discuss the account with anyone other than the student or individual who has signed to be responsible for the account, unless we receive written permission from the student. A student may come to the Office of Student Accounts and request a statement at any time.

### **Refunds**

Refunds cannot be issued prior to the second Tuesday of Fall and Spring semesters. Credits cannot be refunded if there are payments due on the 10-month payment plan, or if the credit is created through pending financial aid.

### **Restrictions**

Students with past-due balances will not be permitted to pre-register for the subsequent term. If you receive notice of a restriction, please contact the Office of Student Accounts as soon as possible. We are here to help you and can offer guidance. Guidelines for what balances are used to place restrictions at pre-registration and registration time are found in our [FAQs](#).

## Tuition, Fees and Related Costs for 2019-2020 Graduate Programs

### Current Rates for Full-Time Matriculated Students

<b>Tuition – Per Credit Hour</b>	<b>\$900</b>
<b>Tuition – Each Year</b>	<b>\$16,200</b>
<b>Tuition – Program Total (2 years)</b>	<b>\$32,400</b>

An Enrollment Deposit of \$400 is required of all matriculated students upon entering the College. This non-refundable fee is credited to the student's first semester billing statement.

### Expenses

Fall Term is electronically billed on July 15 and payments are due August 5. The combined Winter and Spring Term e-statement is posted on December 15 and payment is due January 5. In addition, an e-bill statement will be generated for any month in which there are new or outstanding charges.

### Payments

Checks should be made payable to Hartwick College in United States dollars. Tuition is payable in two payments; the first one on or before August 5 and the second payment on or before January 5. For a monthly installment plan, please see the following sections. For each month, or part of a month that payments are delinquent, a fee of 1% will be charged for each month or fraction of a month throughout the duration of such delinquency. A charge of \$25 will be assessed when a personal check or online payment is offered in payment of charges or services and the payment is not honored.

Mail your check, made payable to Hartwick College, to:

Office of Student Accounts  
Hartwick College  
PO Box 4020  
Oneonta, NY 13820-4020

Please note the student name/account number on your check. Through an outside servicer, Hartwick College accepts online payments for payments by MasterCard, Visa, Discover, American Express and ACH from checking or savings.

### International Student Payment Option

The College has partnered with Flywire to offer an innovative and streamlined way to make international tuition payments. With Flywire, you can pay from any country and any bank. International students can make an online payment using [Flywire's website](#).

### Installment Payment Plan

Hartwick College has partnered with Educational Computer Systems Inc. in our continued commitment to assist families in affording an education. ECSI offers an interest-free Tuition Payment Plan with an enrollment fee of \$40 per semester or \$65 per academic year. Instead of making two lump-sum payments, ECSI allows you to pay all or part of your educational expenses in ten monthly installments. By enrolling in this plan, the tuition account will be credited each semester with one-half of the contracted amount. Program enrollment starts on June 1. You

may contact ECSI by telephone at (866)-927-1438 or by visiting their website at <http://www.ecsi.net/hartwick>.

### Overpayments

If total payments and/or financial aid result in an overpayment, a refund must be requested. The student will be the recipient of the refund unless a parent loan generates the credit balance. Credit balances from parent loans are refunded to the parent borrower. Financial aid must be posted and verified before any refund can occur. Refund requests are processed within five to seven days. Any authorization obtained for disbursing financial aid funds continues to be valid in subsequent years unless rescinded in writing.

### Tuition Insurance

Hartwick College does offer optional tuition insurance through an outside servicer, A.W.G. Dewar Inc., to provide coverage if a student must leave the College mid-semester due to a serious illness or accident. The cost of the plan for a student that lives on campus is \$399, and for a student that lives off campus the cost is \$349. This optional insurance extends and enhances the refund policy that is outlined in the next section; medical leaves are paid at 80% of costs insured. It should be noted that mental health withdrawals/leave of absences are paid at 60% of costs insured. For your convenience, you can visit <http://www.tuitionprotection.com/hartwickC:\Users\andrewsk\Downloads\www.collegerefund.com> for additional details.

### Refund Policy

There may be an occasion during the academic year when a student decides to withdraw from the College after classes have begun. Refunds of tuition will be made according to the following schedule. The Fall billing period includes Fall Term. The Spring billing period includes both Winter and Spring Terms.

Second Week of Billing Cycle	80%
Third Week of Billing Cycle	70%
Fourth Week of Billing Cycle	60%
Fifth Week of Billing Cycle	50%
Sixth Week of Billing Cycle	40%
Seventh Week of Billing Cycle	30%
Eighth Week of Billing Cycle	20%
Ninth Week of Billing Cycle	10%
Tenth Week of Billing Cycle	5%

- After the tenth week of the billing period, no refund of tuition will be made.
- Financial Aid will be re-calculated according to school policy and federal regulations.
- Medical leaves abide by the same refund policy as listed above. See Tuition Insurance for further information.

**No refund of tuition will be granted when a student is suspended or expelled from Hartwick College.**

## **Academic Opportunities**

### **Academic Advising**

Helping students make the most effective use of the learning opportunities offered by the TBRM program is a priority. Students will be advised by the TBRM Director and each will have a faculty mentor.

### **Academic Calendar**

Hartwick's academic calendar provides a structure for the academic year designed to help students get the most out of their graduate experience. The TBRM Master's program is composed of 3 terms – Fall, Winter, and Spring. There are two on-campus experiential sessions each year – one at the beginning of the Fall term, and one during the Spring term.

### **Instructional Locations**

Hartwick's TBRM program is taught 80% online. On-campus experiential sessions will occur at Hartwick's main campus at

One Hartwick Drive  
Oneonta, NY 13820

or at Pine Lake, located at

1894 Charlotte Creek Road  
Davenport, NY 13820

### **Graduation Requirements**

Completion of 36 credits with a minimum 2.7 GPA. Attendance at 3 out of 4 on-campus experiential sessions (3-5 days each).\*

All students will complete the following courses: TBRM 500, TBRM 502, TBRM 504, TBRM 506, TBRM 508, TBRM 510, TBRM 512, TBRM 520, and TBRM 521.

\*Assistance with planning for the on-campus sessions, including obtaining a student visa for international students, will be provided by the college. The full cost for travel, lodging and meals is the responsibility of the student.

### ***Please note the following:***

- Students are responsible for ensuring that all the requirements above are completed.
- To be eligible to receive a degree, a student must complete and submit an Application for Graduation to the Office of the Registrar by the date established by the Registrar.
- Hartwick College academic records are sealed forty-five days after the conferral of a degree. After this date, removal of incompletes, grade changes, or other changes to an academic record cannot be made.
- Hartwick graduates TBRM students once a year in the Spring. A student is graduated as of the date of completion of their final degree requirement.

### **Curricular Mission: A Commitment to Liberal Arts in Practice**

The central focus of the liberal arts tradition has always been on preparing individuals to face the responsibility of freedom. Indeed, the Latin *artes liberales* refers to the areas of study required for living as a free person. The greatest opportunity faced by free persons is also the greatest burden: Free persons must choose. Choosing well requires knowledge, understanding, and, above all, judgment.

The premise of our curriculum at Hartwick College is that a liberal arts education addressing the interplay between the theoretical and the practical is the best way to develop the integrative forms of knowledge, understanding, and judgment necessary for choosing well.

Hartwick offers one graduate program – a Master's Degree in Translational Biomedical Research Management (TBRM). This program is deeply rooted in Hartwick's liberal arts values and emphasis on experiential learning. The TBRM program is designed to prepare individuals from various discipline-specific backgrounds to strategically navigate the complexity, diversity, and rapidity of change in the translational biomedical research environment and to meet the responsibilities that come with working in the biomedical field.

Translational biomedical research requires managers able to assess the context of a question or area of research to provide answers. Determining what further knowledge is needed and what questions to ask to reach a solution is a liberal arts approach. Knowing how to navigate ambiguity and uncertainty to solve complex problems and identifying relevant facts from a pool of often conflicting evidence is a hallmark of liberal education. While a solid scientific foundation is essential, translational biomedical research management also requires intellectual discipline and interpersonal skills that only a liberal arts education may fulfill.

### **Online Program**

The TBRM program is 80% online.

Distance education, including online courses, is subject to state and federal regulations. If you are not a resident of New York State, your participation in an online course from Hartwick College is contingent upon the College's gaining approval required by the state in which you will reside during June of that year. If Hartwick does not obtain approval, it will cancel your registration and refund your payment in full.

Students with a complaint or grievance about their online courses must first use Hartwick College procedures to attempt to resolve their complaint. The Academic Grievance Procedure is available through the Office of Academic Affairs. During the summer sessions, students may contact the appropriate people by email to try to resolve the dispute.

A student who has followed the procedure but still seeks redress may lodge a complaint with the appropriate agency in his or her home state, as indicated in this chart.

For more information about course offerings, registration, and cost please visit: <https://www.hartwick.edu/summer-online-courses/>

### **Experiential Learning**

Experiential learning courses are characterized by active student engagement in a learning environment that expects students to apply their learning to real-life situations. The TBRM program's experiential learning includes on-campus experiential sessions, a senior capstone, and an internship.

## Academic Calendar - TBRM

YEAR 1	
FALL TERM	
<b>ON-CAMPUS EXPERIENTIAL SESSION</b>	
Convocation Orientation TBRM Leaders Forum Launch Team Building Activities	Monday, August 19 – Thursday, August 22, 2019
Classes Begin <ul style="list-style-type: none"> <li>• TBRM 500: Introduction to TBRM</li> <li>• TBRM 502: Biostatistics &amp; Informatics in TBRM</li> </ul>	Monday, August 19
Classes End	Sunday, November 24
ONE WEEK BREAK	
WINTER TERM	
Classes Begin <ul style="list-style-type: none"> <li>• TBRM 504: Epidemiology</li> <li>• TBRM 506: Molecular Genetics &amp; Personalized Medicine</li> </ul>	Monday, December 2
Winter Recess Begins	Saturday, December 21
Winter Recess Ends	Sunday, January 5
Classes End	Sunday, March 22
SPRING TERM	
Classes Begin <ul style="list-style-type: none"> <li>• TBRM 508: Project Management of Clinical Trials</li> </ul>	Monday, March 23
<b>ON CAMPUS EXPERIENTIAL SESSION: TBRM LEADERS WORKSHOP</b>	
Team Management Exercises Project Planning Exercises Budget Planning Exercises Idea Pitching Management Awards Ceremony	Monday, June 22 – Friday, June 26
Classes End	Sunday, June 28

<b>YEAR 2</b>	
<b>FALL TERM</b>	
<b>ON-CAMPUS EXPERIENTIAL SESSION: APPLIED CLINICAL RESEARCH METHODS WORKSHOP</b>	
Clinical Research Expert discussion sessions Policy & Regulatory discussion sessions TBRM Leaders Forum (with Year 1 students) Team building activities (with Year 1 students) Participate in Year 1's Convocation Day	Monday, August 17 – Thursday, August 20, 2020
Classes Begin • TBRM 510 – Advanced Methods in Clinical Trials	Monday, August 17
Classes End	Sunday, November 22
<b>ONE WEEK BREAK</b>	
<b>WINTER TERM</b>	
Classes Begin • TBRM 512: Reporting of Clinical Trials • TBRM 520: Capstone Project	Monday, November 30
Winter Recess Begins	Saturday, December 19
Winter Recess Ends	Sunday, January 3
Classes End	Sunday, March 21
<b>SPRING TERM</b>	
<b>ON CAMPUS EXPERIENTIAL SESSION: TBRM WORKSHOP</b>	
TBRM Leaders Forum Team Building Activities Translational Career Development Workshop Capstone Project Presentations Experiential Internship Preparation Day	Friday, March 19 – Tuesday, March 23
Classes Begin • TBRM 521: Translational Biomedical Research Management Internship	Monday, March 22
Classes End	Sunday, June 27

## Academic Deadlines & Important Dates - TBRM

### Fall Term 2019

#### **August 19**

Classes begin

#### **November 24**

Last day of classes

#### **November 28**

Final grades available for viewing in Web Advisor at 5 pm.

### Winter Term 2019/2020

#### **December 2**

Classes begin

#### **March 13**

Deadline to submit work to resolve Incomplete grades from Fall 2019.

#### **March 22**

Last day of classes

#### **March 22**

Unresolved Incomplete grades from Fall 2019 change to "F".

#### **March 26**

Final grades available for viewing in Web Advisor at 5 pm.

### **Spring Term 2020**

#### **March 23**

Classes begin.

#### **June 19**

Deadline to submit work to resolve Incomplete grades from Winter 2018/2019.

#### **June 28**

Last day of classes

#### **June 28**

Unresolved incomplete grades from Winter 2019/2020 change to "F".

#### **July 2**

Final grades available for viewing in Web Advisor at 5 pm.

## Translational Biomedical Research Management (TBRM)

**Department Chair:** Alice C. Ceacareanu

**Faculty:** Alice C. Ceacareanu

**Staff:** Kieran W. Andrews

### About

Translational biomedical research is a growing field of exceptional opportunity. Its influence permeates the lifespan of any healthcare product – drug, medical device, or mobile application – from safety assessment to post-marketing surveillance, and final application fine-tuning.

Translational biomedical research is arguably also the most complex applied research niche today. The dissemination and implementation of science in health requires managers with a comprehensive worldview, individuals who have the ability to interpret and communicate data and to develop healthcare products in an ethical manner that accounts for both diversity and scale.

At Hartwick, we believe that ethics, cultural competence, and interdisciplinary communication are essential to translational biomedical research. The goal of Hartwick's two year Master's degree in Translational Biomedical Research Management is to train versatile, critically thinking individuals with exceptional mastery in improving scientific innovation adoption and sustainability and to help graduates make a lasting impact on global health.

Students in the TBRM program will learn to combine research investigation and analytic thinking with rigorous protocol execution and exemplary communication. They will engage with faculty, peers, and public audiences during on-campus learning, learn from industry experts and renowned scientists in small classes, benefit from one-on-one mentoring on all capstone projects, find real solutions to actual health problems, and experience the power of interpersonal skills in the process of knowledge transfer.

The TBRM program is designed so students can complete it while working full-time. 80% of all coursework requirements can be completed online. In addition, there are a total of 4 on-campus experiential sessions over the course of the two year program. Students must attend 3 of the 4 sessions.

TBRM is a field that requires the ability to build relationships and work well with teams. Cohort-style learning is therefore a fundamental aspect of the TBRM master's program. Students who are admitted for Fall enrollment will proceed through the 2 year program as a group, taking the same classes and participating in experiential education.

TBRM graduate students must meet departmental progression policies, academic standards, and standards for professional accountability and ethical behavior. Students must maintain a

minimum cumulative grade point average of 2.7 or better to continue in the program.

### Competencies

TBRM students will develop competencies in four areas – leadership, research investigation and operations, and health product development.

#### Leadership

- Display exemplary ethics
- Engage & create networks
- Communicate & collaborate interdisciplinarily
- Demonstrate critical thinking and decision-making ability
- Express confidence in public speaking

#### Investigation

- Understand research design & funding mechanisms
- Collaborate in grant writing
- Coordinate research implementation & data analysis
- Understand & assist in evaluating health disparities impact
- Determine opportunities for personalized medicine

#### Operations

- Manage research involving human subjects
- Recruit research & clinical personnel
- Plan & report clinical research results
- Develop standard operating procedures & budgets
- Understand data management & security

#### Development

- Understand & implement regulatory requirements
- Partner in product quality evaluation
- Implement post-marketing surveillance & pharmacovigilance
- Conduct comparative safety analysis
- Collaborate for risk assessment & mitigation

## TBRM Courses

**500 Introduction to Biomedical Research Management (3 credits)** This course provides an overview of the drug/biologic/medical device development process, from discovery to mainstream clinical care; and an introduction to the clinical trials process. Students are introduced to the field of translational biomedical research and the sciences upon which it rests—genetics, pharmacology, epidemiology, and biostatistics. Roles, responsibilities, professional societies, and career opportunities in the field are discussed. Ethical issues are also introduced.

**502 Biostatistics and Informatics in Translational Biomedical Research Management (3 credits)** Biostatistics for the non-statistician—statistical study design, sample size, statistical

analysis plans, and data quality plans. Use of computer systems that help researchers collect, store, organize, analyze, retrieve, and report clinical study information.

**504 Epidemiology (3 credits)** Students become fluent in the language and resources available to gather data on the incidence and prevalence of diseases and conditions needing medical treatment. This knowledge will then be applied to choosing and developing a plan for a product for mitigation of a new disease. The history of epidemics and the effects of modern day medical counter-measures for these events will be studied. We will explore examples of recent emerging infectious illnesses, such as West Nile Virus, and population trends that increase risks for existing illness such as adult-onset diabetes.

Lectures and readings will review government policies in areas where diseases occur and will focus on the effects of these policies on mitigation or spread of disease. Students will learn the differences in health conditions in various economic groups and countries. We will review information from the U.S. Department of Health and Human Services, the Centers for Disease Control and Prevention, professional societies and interest groups such as the American Cancer Society, and the World Health Organization. Our goal is to learn to use methods of access to glean information needed from the huge amount available.

**506 Molecular Genetics and Personalized Medicine (3 credits)** This course builds knowledge of research methods in this field including: genetic tests -- new uses for existing tests and development of new tests, personalized indications (genomic and other) for treatment, how a companion diagnostic is developed in conjunction with a new investigational drug, and the potential for collaboration between diagnostic and pharmaceutical companies. The regulatory aspect of approval of prescreening patients for prognostic genomic markers before entering clinical trials – and having "enriched populations" – focuses on ways of accelerating development of a drug with prescreening testing (smaller, more efficient, cost effective, faster trials) compared with old empiric methods. The adoption of new molecular tests into clinical care and commercial aspects is covered.

**508 Project Management of Clinical Trials (6 credits)** Project management concepts and skills are discussed as related to the following aspects of clinical trials: study design, finance, approvals, project initiation, compliance with U.S. Code of Federal Regulations, universal standards, monitoring, auditing, quality control, clinical data management, project management,

personnel management, ethical issues, study conclusion, application for and use of patents; managing U.S. and international clinical trials.

*Prerequisites/Co-requisites: TBRM 500, 502, 504, 506*

**510 Advanced Methods in Clinical Trials (6 credits)** The course comprises three modules: (1) Advanced biostatistical models of clinical exploration that can lead drugs, devices, or biologic preparations to licensure and availability for patient use; (2) Advanced concepts in informatics, including computerized data collection methods with embedded tables and analysis plans; and (3) Advanced clinical study techniques that allow efficient study execution in appropriate patient groups, including all age groups. Assessment results are translated into clinical trial direction or revision of existing clinical trial plans. All students complete all three modules, and each student completes an individual term project that focuses on one of the above advanced topics, allowing her or him to develop particular expertise in a chosen area.

*Prerequisites/Co-requisites: TBRM 508*

**512 Reporting of Clinical Trial Results (3 credits)** Students gain experience with interpreting research findings, drawing conclusions, and verifying that results support conclusions. Students prepare and deliver oral presentations and poster sessions. The experiences in this course enhance the understanding of norms and practices for professional conduct in scientific research. The course focuses on the criteria used to create and evaluate clinical trials reports.

*Prerequisites/Co-requisites: TBRM 510*

**520 Translational Biomedical Research Management Capstone (3 credits)** Students integrate knowledge and skills learned throughout the curriculum by applying them to a series of case studies that present typical challenges encountered in the workplace.

*Prerequisites/Co-requisites:*

**521 Translational Biomedical Research Management Internship (6 credits)** Each student is placed with an employer (which could be his or her own current employer) for a full summer, during which he or she is given assignments that allow practice with a range of skills required in a translational biomedical research management role. Online class sessions promote shared learning and reflection.

*Prerequisites/Co-requisites: TBRM 520*

