

Hamilton



CATALOGUE 2007-08

Hamilton College Catalogue

2007-08

Hamilton College Calendar, 2007-08		2
<hr/>		
History of the College		3
<hr/>		
Academic Information	College Purposes and Goals	5
	Academic Programs and Services	7
	Academic Regulations	16
	Honors	30
	Postgraduate Planning	32
<hr/>		
Enrollment	Admission	34
	Tuition and Fees	38
	Financial Aid	41
<hr/>		
General Information	Campus Buildings and Facilities	44
	Student Life	49
	Campus Cultural Life	54
	Athletic Programs and Facilities	59
<hr/>		
Academic Departments and Programs	Requirements for Concentrations and Minors	61
<hr/>		
Appendices	Scholarships, Fellowships and Prizes	123
	Federal and State Assistance Programs	158
	The Trustees	162
	The Faculty	164
	Officers, Administration, Staff and Maintenance & Operations	185
	Enrollment	195
	Degree Programs	196
	Family Educational Rights and Privacy Act Annual Notice	197
	Index	199

August 2007
 Clinton, New York 13323



Printed on recycled paper

Hamilton College Calendar, 2007-08

Aug.	21-25	Tuesday-Saturday	New Student Orientation
	25	Saturday	Residence halls open for upperclass students, 9 am
	27	Monday	Fall semester classes begin, 8 am
	31	Friday	Last day to add a course or exercise credit/ no credit option, 2 pm
Sept.	28-30	Friday-Sunday	Fallcoming
Oct.	5	Friday	Last day to declare leave of absence for Spring semester 2008
	8	Monday	Admission Open House
	12	Friday	Fall recess begins, 4 pm Academic warnings due
	17	Wednesday	Classes resume, 8 am
	19	Friday	Last day to drop a course without penalty, 2 pm
Nov.	5-20	Monday-Tuesday	Registration for Spring 2008 courses (tentative)
	9-11	Friday-Sunday	Family Weekend
	20	Tuesday	Thanksgiving recess begins, 4 pm
	26	Monday	Classes resume, 8 am
Dec.	7	Friday	Fall semester classes end
	8-10	Saturday-Monday	Reading period
	11-16	Tuesday-Sunday	Final examinations
	17	Monday	Residence halls close, noon
Jan.	17-19	Thursday-Saturday	New Student Orientation
	19	Saturday	Residence halls open, 9 am
	21	Monday	Spring semester classes begin, 8 am
	25	Friday	Last day to add a course or exercise credit/ no credit option, 2 pm Last day for seniors to declare a minor
Feb.	11-15	Monday-Friday	Sophomores declare concentrations
	29	Friday	Last day to declare leave of absence for Fall semester 2008
March	7	Friday	Academic warnings due
	14	Friday	Spring recess begins, 4 pm; Last day to drop a course without penalty, 2 pm
	31	Monday	Classes resume, 8 am
April	1-25	Monday-Friday	Registration for Fall 2008 courses (tentative)
May	9	Friday	Class and Charter Day; Spring semester classes end
	10-12	Saturday-Monday	Reading period
	13-18	Tuesday-Sunday	Final examinations*
	25	Sunday	Commencement
	26	Monday	Residence halls close for seniors, noon

*Non-senior students are expected to vacate residence halls 24 hours after their last exam.

History of the College

Hamilton College had its beginnings in a plan of education drawn up by Samuel Kirkland, missionary to the Oneida Indians. The heart of the plan was a school for the children of the Oneidas and of the white settlers, who were then streaming into central New York from New England in search of new lands and opportunities in the wake of the American Revolution.

In 1793 the missionary presented his proposal to President George Washington in Philadelphia, who “expressed approbation,” and to Secretary of the Treasury Alexander Hamilton, who consented to be a trustee of the new school, to which he also lent his name. The Hamilton-Oneida Academy was chartered soon thereafter. On July 1, 1794, in colorful ceremonies attended by a delegation of Oneida Indians, the cornerstone was laid by Baron von Steuben, inspector general of the Continental Army and “drillmaster” of Washington’s troops during the War for Independence.

The academy remained in existence for nearly 20 years. It faltered, almost failed, and never came to serve Samuel Kirkland’s original purpose, which was to help the Oneidas adapt to a life in settled communities. In fact, few Oneidas came to attend the school, and its students were primarily the children of local white settlers. Yet the academy remained the missionary’s one enduring accomplishment when, a few years after his death, it was transformed into Hamilton College.

The new institution of higher learning was chartered in 1812. The third college to be established in New York State, it is today among the oldest in the nation. Its history has been both long and eventful. After surviving dire difficulties in its early years, the College began to flourish in the period prior to the Civil War. Throughout the 19th century, however, it remained steadfast in its adherence to a traditional classical curriculum. Its students (all male), drawn almost entirely from the small towns and rural areas of upstate New York, were expected to enter well-prepared in Greek and Latin. They continued to receive generous instruction in those languages, as well as in philosophy, religion, history and mathematics, throughout their stay on the Hill. In that respect, Hamilton was not unusual among colleges of the time. However, there was a greater emphasis on “rhetoric and elocution” than at other schools, and public speaking became, and to some extent remains, a Hamilton tradition.

College life in the 19th century was rigorous. Students studied by lamp and kept warm by fires fueled with wood that they themselves had gathered. Each morning, they met in Philip Hooker’s unique three-story chapel to hear a lesson, usually from the president. Although the requirement of chapel attendance has long since disappeared, this most beautiful of the College’s buildings continues to dominate the central quadrangle. The social activities of undergraduates, left mostly to their own ingenuity and direction, led to the early growth of literary societies which sponsored programs of declamation and debate. Social fraternities were first formed on campus during the 1830s, and several continue to exist today. Athletic activities of the informal variety were the rule until the end of the century, when organized intercollegiate sports began to appear.

As the College entered its second century in 1912, Hamilton was preparing itself for the modern era. Under President Melancthon Woolsey Stryker (1892-1917), an ambitious building program had resulted in facilities that were the envy of peer institutions, and the curriculum had been substantially revised to accommodate modern languages and the sciences. However, it was under President Stryker’s successor, Frederick Carlos Ferry (1917-1938), that Hamilton achieved solid academic status among America’s leading liberal arts institutions. Actively supported by Elihu Root, the distinguished statesman and Nobel prize laureate who was chairman of the board of trustees, President

Ferry nurtured Hamilton as a place of the finest teaching and learning. The work of modernizing the curriculum was continued, and a comprehensive and innovative athletic program was introduced encouraging amateur enthusiasm and widespread participation.

In the aftermath of World War II, the pace of change accelerated. The student body was expanded and, thanks to a large and ever-growing pool of applicants, its quality was enhanced as well. The faculty also grew in size and stature, and the social sciences became a more vital part of the curriculum through incorporation of course offerings in anthropology, economics and government.

Perhaps the most revolutionary change of all occurred when Hamilton established a sister institution, Kirkland College, in 1968. The faculty of this new college thought seriously about what liberal arts education should be like for women and developed a curriculum that fostered independence, creativity and self-reliance. As an experimental institution, Kirkland offered programs that supplemented and enhanced the traditional liberal arts curriculum. Students on College Hill enrolled at either Hamilton or Kirkland, but selected courses from both institutions and shared facilities, such as the new Burke Library. The two colleges merged in 1978. Today Kirkland's legacy includes an extraordinary faculty and facilities in performing and studio arts, and a strong commitment to experimental education and to interdisciplinary perspectives.

In recent years, the curriculum has been further expanded to incorporate interdisciplinary concentrations and programs such as Africana, American, Asian, Latin American, environmental and women's studies as well as digital art, computer science and public policy. An emphasis on writing and speaking — long-standing Hamilton traditions — remains at the heart of the curriculum along with capstone experiences such as the Senior Program that allow students to integrate and demonstrate what they learn. The physical plant has been continuously renovated and expanded, providing students with access to exceptionally modern facilities and equipment for both academic and extracurricular pursuits. Among the more recent developments are the Walter Beinecke, Jr. Student Activities Village completed in 1993; the state-of-the-art Science Center, the largest construction project in the College's history, which opened in 2005; and the Charlean and Wayland Blood Fitness and Dance Center completed in 2006.

The College that evolved from Samuel Kirkland's plan of education recently celebrated the 195th anniversary of its charter. Far from the modest frontier school for white and Oneida Indian children that the missionary envisioned, it has become an institution of higher education that draws its students from all areas of our country and even beyond our borders. Although Hamilton remains small by present-day standards and currently has a student body of fewer than 1,900, it provides resources and facilities comparable to those of undergraduate institutions substantially larger in size. While faithfully maintaining the tradition of liberal learning in a comfortably intimate environment, Hamilton has responded to changing needs and circumstances in preparing its students for a world unimagined by Samuel Kirkland in the days of our nation's infancy.

College Purposes and Goals

Commitment to the intellectual and personal development of students is Hamilton College's most important and enduring tradition. The faculty is dedicated to the promotion of academic achievement, integrity and personal growth. Hamilton students spend much of their time with their teachers and fellow students identifying problems, clarifying questions, thinking creatively, experimenting with solutions and frequently undertaking collaborative work. The College seeks mature and motivated students who desire to join this academic community and who are willing to take the responsibility for shaping their academic careers through sustained consultation with their advisors.

A Hamilton education is characterized by academic rigor and intellectual engagement. Faculty members provide opportunities for students of unusual talents to realize their fullest capacities, for their own benefit and that of the world in which they will live. To that end, professors design programs, courses and assignments that foster self-education and produce the intellectual toughness, creativity and flexibility necessary to excel in a rapidly changing world. Graduates should be poised to investigate new avenues of knowledge, to respond creatively to new and unexpected situations and to address problems and challenges in a morally and intellectually courageous manner.

The College expects its students to develop the ability to read, observe and listen with critical perception, and to think, write and speak with clarity, understanding and precision. Students should develop their appreciation for inquiry, combined with the confidence to evaluate arguments and to defend their own positions. They should learn to question creatively, derive information from and analyze data, and formulate hypotheses. They should recognize the limits of factual information and become attuned to how such information can be used and misused. Above all, students should develop respect for intellectual and cultural diversity because such respect promotes free and open inquiry, independent thought and mutual understanding.

At Hamilton, students are accorded freedom to pursue their own educational interests within the broad goals of a liberal arts education. In consultation with their advisors, Hamilton students regularly plan, assess and re-assess their educational progress and their success in fulfilling the ideals of the liberal arts.

Education in the liberal arts at Hamilton College comprises:

- I. **Foundations:** The faculty expects that students will attain a high level of engagement early in their studies and will develop as creative and critical thinkers, writers and speakers. To achieve these aims, the College encourages all students to participate in at least four proseminars and requires all students to complete the Writing Program, the Quantitative Literacy Requirement and the Sophomore Program.
 1. *The Proseminar Program:* Proseminars emphasize active participation and engagement in learning. Proseminars offer intensive interaction among students, and between students and instructors, through emphasis on writing, speaking and discussion, and other approaches to inquiry and expression that demand such intensive interaction. Descriptions of proseminars are available through advisors and the Office of the Registrar.
 2. *The Writing Program:* Students must pass at least three writing-intensive courses, each taken in a different semester. The writing requirement should be completed by the end of the junior year. For further details about the Writing Program, see "Standards for Written Work."
 3. *The Quantitative Literacy Requirement:* Students must demonstrate basic quantitative literacy by passing a quantitative skills examination given

during Orientation, or by passing a designated quantitative course, or by completing a non-credit tutorial. This requirement should be completed by the end of the second year. For a detailed description and list of courses, see “Standards for Quantitative Work.”

II. **Breadth in the Liberal Arts:** As a liberal arts college, Hamilton expects students to undertake coursework in a wide variety of disciplines, to explore areas unfamiliar to them and to make connections across courses and disciplines. A liberally educated person studies in the traditional academic divisions of the arts, foreign languages, the humanities, mathematics, the sciences and the social sciences. Hamilton also emphasizes cultural analysis, including the study of non-western traditions and of diversity in the United States. Students will work with their advisors to determine how best to achieve this intellectual balance.

III. **Concentration:** Each student must meet the requirements for a concentration.

Students make progress toward meeting these goals by studying broadly across diverse areas of inquiry, guided by their advisors, and investigating a particular area of study more thoroughly by completing a concentration of their choosing. A faculty advisor assigned to each student provides information, advice and dialogue about choice of courses as the student strives to meet these goals. For many faculty members and students, this relationship will be as important as any they form. As the primary intellectual guide, the faculty determines the fundamental structure and the basic requirements of the curriculum in light of the liberal arts tradition and its appropriate adaptation to the contemporary world.

In sum, Hamilton’s mission is to provide an educational experience that emphasizes academic excellence and the development of students as human beings. This experience centers on ready access to an exceptional faculty and can be shaped to meet each individual student’s interests and aspirations. A Hamilton education will prepare you to make choices and to accept the responsibilities of citizenship in a democratic world of intellect and diversity. It will be the foundation on which you build a lifetime of personal and professional achievement and satisfaction.

Academic Programs and Services

The College Year

The College's calendar consists of two 14-week semesters. Students will normally elect four full-credit courses each semester to meet the minimum graduation requirement of 32 credits.

Students elect courses from among the offerings of 28 departments and 15 inter-disciplinary programs. For qualified upperclass students, the College's domestic programs in Washington and in New York City, as well as study abroad programs in China, France and Spain, provide rich off-campus educational experiences.

Academic Advising

The Hamilton College curriculum affords students a wide range of courses and disciplines within the liberal arts. The College relies heavily on a system of academic advising to assist students as they establish their academic goals and select courses. Each advisor is a member of the faculty with a term of service beyond one year. Although students ultimately decide which courses to take, their advisors help them determine the level and sequence of courses appropriate to their needs and guide them in planning a balanced four-year program.

Each first-year student is assigned a faculty advisor who provides guidance during the first and second years. Utilizing the results of placement exams during Orientation, the student and advisor discuss and agree upon appropriate courses to develop a balanced academic program.

Preregistration for each semester takes place near the end of the preceding semester. At such times, students are advised not only to plan for the coming semester but also to look ahead to their entire course of study, with special attention to the educational goals of the College.

In the second semester of the second year, students elect their concentration, after which time advising becomes the responsibility of a faculty member in the student's field of study. Student and advisor continue to work on the student's plans to satisfy the goals of the College, to fulfill the requirements of the concentration and to prepare for the senior program of the concentration. Certain members of the faculty offer counsel to students preparing for particular professions and careers.

Hamilton's advising system is distinctive among colleges and universities in its reliance upon the faculty to do all academic advising. The advisor is more than a casual faculty contact: advisor and advisee are expected to meet frequently and discuss the advisee's academic needs and problems. The performance and course selections of each student are reviewed carefully by the student's advisor, who may also consult with other advisors about his or her advisees' curricula and ways of strengthening them. Students may seek additional advice about their academic programs from the deans in charge of academic advising.

Students with learning disabilities may request special arrangements for academic activities. Students who request special arrangements must provide to the associate dean of students (academic) a professional diagnosis of the disability. In consultation with the student and with appropriately qualified psychologists in the Counseling Center, if necessary, the associate dean will determine what accommodations (such as extended times to complete examinations) are reasonable. Students who are allowed special arrangements must inform their instructors well in advance of the time the arrangements will be needed.

Academic Support Services and Programs

English for Speakers of Other Languages—(see page 18.)

The Library—The Daniel Burke Library contains 610,000 volumes, and the collection is constantly expanding in response to ever-changing academic interests and curricular needs. The main collection is particularly strong in the areas of history, the social sciences and the humanities. In addition to books, the library subscribes to approximately 2,000 periodicals, more than 24,000 electronic journals and some 430,000 pieces of microfiche and microfilm. Additional materials for research purposes are available through inter-library loan and document delivery from various online systems. The library network includes the online catalog (Alex), 175 research databases, electronic reserves and many other Internet resources.

In addition to Burke Library, the Media Library houses videos, slides and films, and the Music Library holds music compact discs, scores, audiocassettes and an archival collection of LPs. Established in 1995, the Jazz Archive features a collection of more than 250 video-taped interviews with jazz musicians, arrangers, writers and critics. The interview collection has been fully transcribed and may be reviewed in print, video and audio.

Among the library's special collections are the Rare Book Collection, the Ezra Pound Collection, the Beinecke Lesser Antilles Collection, the Communal Societies Collection and the Alumni Collection of books and other materials written by and about Hamilton graduates. In addition, an area of the first floor of the library contains easy-chairs and a collection of books selected for leisure reading. Seminar rooms for small classes are located in the library.

Information Technology Services—Information Technology Services (ITS) provides a variety of support services for faculty, staff and student users of computers, the telephone system and the campus data network. The campus data network provides more than 6,000 high-speed ethernet connections to the Internet, including one for each student living in the residence halls. Wireless access to the network is available from all campus buildings and outside areas.

There are approximately 1,500 college computers located in offices, classrooms, departmental laboratories and public computing clusters.

ITS offices are located on the third floor of the Burke Library and the mezzanine in Christian A. Johnson Hall.

The Multimedia Presentation Center and Information Commons—Supported by the library and Instructional Technology Support Services, the Multimedia Presentation Center (MPC) is a state-of-the-art computing facility equipped with cutting-edge hardware and software, as well as a full range of support services specifically designed for authoring multimedia-enhanced presentations. Students and faculty members utilize the MPC's large-format printers and audio, video and animation software to create materials for seminars, conferences and the Web.

The MPC is collocated with the Information Commons (IC), a jointly staffed service desk where information and technology questions can be answered in an integrated manner. The IC also provides access to individual and group work areas equipped with computers.

The Diversity and Social Justice Project—Through educational programs, research support and community outreach, the Diversity and Social Justice Project prepares students to live and work as engaged citizens in an increasingly diverse world. The project organizes lecture series, discussion groups, a student associates program (teaching, service and research), pedagogical workshops and related activities to promote rigorous intellectual inquiry around issues of social justice and diversity. The Diversity and Social Justice Project office is located on the ground floor of McEwen Hall.

The Language Center—Centrally located within the language departments on the third floor of Christian A. Johnson Hall, the Language Center is integrated into all levels of the language curriculum, providing support for course-related student assignments, research and projects, as well as general language acquisition resources. The Language Center also provides the pedagogical and technical expertise to support language faculty in the adaptation, implementation and development of the most current technology-enhanced instructional materials and methods. Equipped with computing and multimedia facilities tailored for languages, the Language Center offers a state-of-the-art learning environment where classes meet and students of all languages and levels work and interact with one another.

The Arthur Levitt Public Affairs Center—Located in the Kirner-Johnson Building, the Arthur Levitt Public Affairs Center assists faculty members and students in examining public policy issues. The center also brings prominent speakers to campus, as well as via video conferencing, to address student groups on a variety of topics.

Hamilton students in all concentrations are selected by faculty members for the Levitt Scholars Program. After taking a course in communications, Levitt Scholars give presentations on their research to high school classes. Levitt Fellowships are offered to selected students who collaborate with faculty advisors on summer research, often in preparation for their senior theses. In addition, the center's associate director of community research matches students with area public and private agencies that have specific research needs and provides students opportunities for civic engagement through service learning. Projects are also solicited from state and local agencies for concentrators in public policy to develop during their senior year.

The center provides a cluster of six computers and special software to support research and maintains a small library of newspapers, journals and references. The services of the center are available to everyone in the College community.

Nesbitt-Johnston Writing Center—Designed to support writing in courses throughout the curriculum, the Writing Center offers individual writing conferences with peer tutors for students who wish to discuss any piece of writing, at any stage of its development. Writing conferences sometimes are incorporated into the requirements of writing-intensive courses, but many students request conferences on their own. The Writing Center also offers faculty consultation, computer facilities and a resource library on writing in different disciplines.

Oral Communication Center—Oral communication courses and support services exist to assist students in achieving the College's standard for oral communication by encouraging the integration of effective oral communication throughout the curriculum. The Oral Communication Center offers variable credit courses, discipline-specific workshops and tutoring opportunities through the Oral Communication Lab to link the study and practice of oral communication with the contexts and uses of communication in the classroom and society-at-large. In consultation with their advisors, students should discuss their communication skills relative to the competencies the College expects and, if necessary, register for an oral communication quarter-credit course or seek appropriate support through the Oral Communication Lab to attain necessary aptitudes and abilities.

Peer Tutoring Program—The Peer Tutoring Program, located in 223 Christian A. Johnson Hall, offers one-on-one peer tutoring and academic skills assistance. Students may be referred to the program by faculty members, or may seek assistance on their own by meeting with the coordinator of peer tutoring and completing a tutor request card.

Quantitative Literacy Center—Located in 223-224 Christian A. Johnson Hall, the Quantitative Literacy Center was established to offer drop-in peer tutoring in courses that have a mathematics/quantitative component. The center is staffed by students

majoring in Biology, Chemistry, Economics, Geosciences, Mathematics, Philosophy, Physics and Psychology. Students may drop in to review Mathematics topics as needed, or to use the resources of the computer and video library. Other programs offered by the center include the non-credit-bearing tutorial for the quantitative literacy requirement, a review for the mathematics portion of the Graduate Record Exam and workshops designed to accompany specific courses.

Concentrations

Among the requirements for graduation is the successful completion of a concentration (major) offered by several departments and programs of instruction.

The number of courses comprising a concentration normally ranges from eight to 10. Specific descriptions of each concentration appear in the entries under “Courses of Instruction.” Every student is required to complete a senior program as defined by his or her concentration. For more information, see “Concentration” (under “Academic Regulations”) and “Senior Program” below.

The specific disciplines and programs in which a student may concentrate are Africana Studies, American Studies, Anthropology (Cultural Anthropology and Archaeology), Art, Art History, Asian Studies, Biochemistry/Molecular Biology, Biology, Chemical Physics, Chemistry, Chinese, Classics (Classical Languages and Classical Studies), Communication, Comparative Literature, Computer Science, Dance, Economics, English (Literature and Creative Writing), Environmental Studies, Foreign Languages, French, Geoarchaeology, Geosciences, German Studies, Government, Hispanic Studies, History, Mathematics, Music, Neuroscience, Philosophy, Physics, Psychology, Public Policy, Religious Studies, Russian Studies, Sociology, Theatre, Women’s Studies and World Politics.

Minors

The specific disciplines and programs in which a student may minor are Africana Studies, Anthropology, Art, Art History, Astronomy, Biology, Chemistry, Chinese, Classics (Classical Languages and Classical Studies), Communication, Comparative Literature, Computer Science, Dance, Digital Arts, Economics, Education Studies, English (Literature and Creative Writing), Environmental Studies, French, Geosciences, German Studies, Government, Hispanic Studies, History, Japanese, Latin American Studies, Mathematics, Medieval and Renaissance Studies, Music, Philosophy, Physics, Psychology, Public Policy, Religious Studies, Russian Studies, Sociology, Theatre and Women’s Studies. Specific descriptions of each minor appear in the entries under “Courses of Instruction.”

Senior Program

All students are required to complete the Senior Program in their concentrations. Each department and program of concentration has designed a senior program that serves as an integrating and culminating experience for the concentration. Students use the methodology and knowledge gained in their first three years of study. Building on their courses and showing their increasing ability to work independently in terms of both motivation and subject matter, seniors are required to produce a significant synthesis of knowledge by means of one of the following: a research project leading to a written, oral or visual creation; a seminar for concentrators, including a major presentation and research paper by each student; or comprehensive examinations ideally involving both written and oral components. This requirement allows seniors to demonstrate at an appropriate level their mastery of content and the methods of the discipline.

Senior Fellowship Program

Each spring, the vice president for academic affairs/dean of the faculty designates up to seven academically outstanding members of the junior class as Senior Fellows. Students in the junior year may become candidates by submitting a proposal for a senior year of independent study. The proposal usually grows out of previous academic study and is framed in consultation with two faculty advisors of the student's choice. Senior Fellows are exempt from taking a normal course load in the conventional curriculum, and they need not complete concentration requirements; they may take such courses as are appropriate to their fellowship projects and their educational goals. A written thesis is required at the close of the fellowship year, along with a public lecture to the College community. Evaluation is made by the advisors and an examination committee.

Hamilton-Sponsored Study Abroad Programs

The Academic Year in Spain, the Associated Colleges in China and the Junior Year in France programs are distinguished for their thorough preparation and total immersion of students in the language, history and culture of those countries.

Academic Year in Spain—Hamilton College Academic Year in Spain has enjoyed a long and solid association with Swarthmore and Williams, has recently signed a new affiliation with Princeton, and also benefits from students and visiting faculty members from Amherst, Bates, Bryn Mawr, Brown, Bucknell, Carleton, Claremont McKenna, Colby, Grinnell, Harvard, Scripps, Stanford, Washington & Lee and Yale. The program is open to sophomores, juniors and seniors who wish to pursue studies in Spanish culture, language and literature. Hamilton's own Centro Universitario de Estudios Hispánicos is located in the heart of the Ciudad Universitaria in Madrid, so that students may enroll in one course per semester in the fine arts, humanities, sciences and social sciences at Hamilton's Spanish affiliate, the Universidad de San Pablo. To be admitted, students must demonstrate a strong academic record and a solid knowledge of Spanish. Students may be admitted for one term, but they are encouraged to spend one full academic year in Spain. Each term begins with a 10-day orientation trip, including four days of classes at a beachside village.

Associated Colleges in China—The Associated Colleges in China Program is both sponsored and administered by Hamilton College in collaboration with Bowdoin, Oberlin, Swarthmore and Williams colleges and Lawrence University. It offers students the opportunity to pursue the intensive study of Chinese in Beijing, China. The Capital University of Economics and Business in Beijing is the host institution. Open to academically successful students who have completed at least one, but preferably two, years of study in Chinese, the program has a summer, a fall and a spring session. A combination of two semesters is recommended.

Junior Year in France—The Hamilton Junior Year in France, in its 50th year in 2007, is one of the oldest U.S. academic programs in France. It is a year-long program designed for students in good standing at the intermediate or higher level in French, and is coordinated and supervised by a faculty member of the French Department. The HCJYF is open to majors in the humanities, fine arts, social sciences and sciences, not just French concentrators. While on the HCJYF, students choose courses according to their level that support their majors. They make their selection among in-house courses organized by the program and courses at a variety of Paris institutions of higher education such as the Université de Paris III, the Institut Catholique, the Université de Paris VI, the Ecole du Louvre and the Institut d'Etudes Politiques. The program also includes field trips and cultural activities. Home stays and a French-only pledge ensure that

students receive the best possible immersion experience. Hamilton students are joined by students from Amherst, Bates, Bowdoin, Colby, Trinity, Williams and Scripps.

Students who intend to apply to the programs in China, France or Spain should pursue study in the relevant language and consult with a member of the departments of East Asian Languages and Literatures, French or Hispanic Studies. For further information, see “Courses of Instruction” under each department. Applications are available through the Programs Abroad Office or the Associated Colleges in China Office.

Hamilton-Affiliated Study Abroad Programs

Classical Studies in Greece and Rome—Hamilton is an institutional member of the Intercollegiate Center for Classical Studies in Rome, Italy (the Centro) through the Empire State Consortium, and of the American School for Classical Studies in Athens, Greece.

The Intercollegiate Center for Classical Studies in Rome is open to students who have been trained in Latin or Greek. The one-semester program is offered during the fall and the spring. The center provides an opportunity to study Greek and Latin literature, ancient history and archaeology, and ancient art in Rome. The Duke University Foreign Academic Programs administers the center, and the faculty is chosen from among college and university teachers in the United States and Canada. The language of instruction is English.

The American School of Classical Studies in Athens operates summer programs that are open to undergraduates, graduate students, and high school and college teachers. There are two six-week summer sessions that focus on the topography and antiquities of Greece. Scholarships are available. Students interested in the programs in Greece or Rome should contact the chair of the Classics Department.

Institute of Antarctic and Southern Ocean Studies—The Geosciences Department encourages students to consider enrolling at the University of Tasmania (Australia), where Hamilton has a cooperative agreement with the Institute of Antarctic and Southern Ocean Studies. Hamilton is officially a member of the International Antarctic Institute. For additional information, contact Professor Eugene Domack in the Geosciences Department.

New York State Independent College Consortium for Study in India—Hamilton is a member of the New York State Independent College Consortium for Study in India, which offers a rich and rigorous semester-long program each fall designed to introduce students to the geographic and cultural diversity of northern India. Students spend significant time living in Delhi, Mussoorie, Jaipur and Varanasi, in addition to making shorter trips to such cities as Amritsar, Agra and Sarnath. The program offers study of elementary Hindi, historical and contemporary India and an independent field study project that students design themselves. Courses introduce students to a variety of disciplines including anthropology, art history, history, literature, political science, religion and sociology. The program is directed each year by a faculty member from one of the five colleges in the consortium. Joining Hamilton are Hartwick College, Hobart and William Smith colleges, St. Lawrence University and Skidmore College.

The Swedish Program at Stockholm University—Hamilton is a consortium member of the Swedish program that enables students to enroll at Stockholm University and take courses in English with Swedish and other international students. Course offerings are diverse. Living arrangements are with host families or in the university dormitory. Participation is either for one semester or the full academic year. For information, contact info@swedishprogram.org.

Hamilton-Sponsored Off-Campus Study in the United States

Hamilton Program in New York City—Through internships, independent projects and coursework, this program gives participants an understanding of global politics, economics and culture while living in a global city. Each semester a Hamilton faculty director designates a theme that provides a focus for integrating each student's internship and independent study into classroom learning. The program selects motivated, mature students who are willing to share their internship experiences and independent projects with each other.

The fall semester is open to juniors and seniors; the spring semester to sophomores, juniors and seniors. Criteria for rolling admission include an interview, two references, a transcript and course prerequisites chosen by the faculty director for that semester. Participants receive two courses of concentration credit in the director's academic department or program, or one such course and another concentration credit in a cooperating department.

A participant is eligible for the Dean's List if she or he earns a grade point average of at least 90 in the three graded courses and completes the required internship with work evaluated by the director as "excellent."

Hamilton College Program in Washington—Hamilton offers a program in Washington, D.C., in both the Fall and Spring terms. In the fall, the program is open to qualified juniors and seniors; in the spring, it is open to qualified juniors, seniors and sophomores. The program is directed by a resident member of the Government Department. It consists of internships in the legislative and executive branches of the federal government that are integrated with coursework involving research and writing. The term is designed for students who have demonstrated the ability to work independently and who have interest in the problems of government and public affairs. The program is not restricted to those concentrating in government, and it is open to select students from other colleges.

A Hamilton student who participates in the program will be appointed to the Dean's List for that semester if that student earns a grade point average of 90 or higher in the three conventionally graded courses in the program and completes the required internship with work evaluated as "excellent" by the director of the program.

The New England Center for Children Cooperative Learning Program with Hamilton—Hamilton students (usually juniors) who are interested in applied psychology and the education of children with special needs may spend a semester at the New England Center for Children. NECC conducts a nationally recognized program of intensive intervention using the methods of applied behavior analysis. The facility, located near Boston, offers Hamilton students a semester's academic credit for study and practical work with children with autism. Interested students should consult with the chair of the Department of Psychology.

Hamilton Cooperative and Affiliated Programs

Hamilton has established cooperative arrangements with several institutions to expand educational opportunities for students. Several instances are described below. Students enrolled in cooperative programs receive a Hamilton degree only upon demonstrating to the department in which they concentrate that they have fulfilled concentration requirements and have satisfied the goals of the College. If the concentration requirements have not been met by the end of the junior year, they may, with the approval of the department, be completed at the cooperative institution.

American Council of Teachers of Russian Undergraduate Program—Hamilton has been designated as a host institution for students from the Russian Federation and other nations of the former Soviet Union. Each academic year, one or more Russian students

will have the opportunity to study at Hamilton. In the past the College has hosted students from Kazan, Voronezh, St. Petersburg, Moscow, Alma-Aty, Everan and numerous other cities in the New Independent States (NIS). The program is funded by the United States Information Agency and the governments of the NIS.

Assurance of Admission: Master of Arts in Teaching—As a result of an agreement with Union College, well qualified Hamilton students can gain assurance of admission to Union College's Master of Arts in Teaching Program. The M.A.T. degree will normally require two summers and one academic year in residence at Union College, and carries with it secondary school teaching certification. Students interested in pursuing this option should contact Susan Mason, chair of the Education Studies Program Committee, preferably no later than the fall semester of their junior year.

Cooperative Engineering Program—Liberal arts-engineering (3-2) plans are in effect with Columbia University, Rensselaer Polytechnic Institute and Washington University in St. Louis, whereby the student spends three years at Hamilton and then two years at the cooperating engineering school. At the end of this period, the student earns an A.B. from Hamilton and a B.S. from the engineering school. Hamilton also offers access to a combined plan at the Thayer School of Engineering at Dartmouth College. This program is on a 2-1-1-1 schedule. The student completes two years at Hamilton, the junior year as a visiting student at Dartmouth and returns to Hamilton to complete the senior year and to earn the A.B. The student then returns to Dartmouth to finish the second year of engineering studies and to receive a degree in engineering. Admission to these programs in the traditional divisions of chemical, civil, electrical and mechanical engineering, and now many others such as biomedical, computer and environmental engineering, is based on obtaining a G.P. A. of 3.0, or a B average, and the positive recommendation of the Department of Physics. Various 4-2 plans lead to different degree options. For details, consult with the engineering advisor, Professor Peter Millet, in the Department of Physics.

Cooperative Law Program—The Hamilton cooperative law program permits highly qualified students to enter the Columbia University School of Law after completion of their junior year. The program in Accelerated Interdisciplinary Legal Education (AILE) permits these students to earn both the Hamilton baccalaureate degree and the Columbia juris doctor degree after three years of study at each institution. Interested students should consult either Douglas Ambrose in the Department of History or Jeannine Murtaugh in the Career Center no later than the first semester of their junior year.

Direct Admission MBA Program—Under a direct admission agreement with the William E. Simon School of Business Administration at the University of Rochester, Hamilton will recommend students who are especially well prepared to proceed directly to the MBA program upon earning their undergraduate degree. Drawing on the College's recommendations, the Simon School will select candidates, preferably by the end of their Hamilton junior year, who have demonstrated above average maturity and strong academic preparation, regardless of undergraduate major. The Simon School will evaluate candidates through a priority interview with a Simon School graduate or a member of the admissions committee. The application fee will be waived. Hamilton students admitted to the Simon School by direct admission should complete business-related summer internships or work experience, or both, during their undergraduate years. The Simon School will provide counseling and support to identify pre-MBA. internships and offers merit-based support. For more information about direct admission with the Simon School, see James Bradfield in the Economics Department.

Early Assurance Program in Medicine—This special admission option, initiated 25 years ago by a small consortium of Northeastern liberal arts colleges and medical schools, allows Hamilton students to apply to medical school after their sophomore year,

gaining assurance of a place in a specific medical school after they graduate from Hamilton. The medical schools in the consortium with active early assurance programs are Albany, University of Rochester and the University of Connecticut. The early assurance option at these schools is available only to students at Hamilton College and the other undergraduate schools in the consortium. Over the years the program has proven so successful that SUNY Upstate, Downstate and Buffalo Medical colleges now offer the option of an early assurance application. Students who intend to apply through the early assurance program complete six of the eight semesters of required science courses by the end of the sophomore year and submit a record of strong standardized testing from high school in lieu of the MCAT. The early assurance option is intended for students who have thoroughly explored their career choice and whose undergraduate plans include foreign study or other educational opportunities that will enhance personal development but preclude the more typical premedical calendar. Although the early assurance program may reduce the pressure that premedical students sometimes experience, its primary purpose is to allow students to access the wide-ranging educational opportunities offered by Hamilton. Additional information may be obtained from Leslie North, health professions advisor.

MBL Semester in Environmental Science—Hamilton is an affiliated institution with the Semester in Environmental Science of the Marine Biological Laboratory Ecosystem Center in Woods Hole. Participants engage in a 14-week program of rigorous field and laboratory work, lectures and independent research in environmental and ecosystem science. For additional information, contact Todd Rayne in the Environmental Studies Program.

SEA Education Association—Hamilton is an affiliated institution of the SEA semester program in Woods Hole, Mass. The shore component includes courses in oceanography, nautical science and maritime studies. The sea component includes six weeks aboard ship learning skills and conducting research. A student may receive a maximum of four Hamilton units of transferred credit for participation in the SEA program. Each award is conditional on the student's earning a grade of C or higher. For further information, contact the associate dean of students for off-campus/international study.

Study at Neighboring Institutions

With appropriate approval (see "Transfer of Credit" under "Academic Regulations"), a Hamilton student may take coursework toward the baccalaureate degree at neighboring institutions during the fall and spring semesters. In recent years students have enrolled at Colgate University and Utica College. Usually one course is taken at a neighboring institution while the rest of the work is done at Hamilton.

Academic Regulations

Baccalaureate Requirements

To qualify for the baccalaureate degree, a student must meet the degree requirements established by the faculty for the class in which he or she has matriculated.

Course Units—The number of full-credit courses (or the equivalent) required for graduation is 32. They must be completed with passing grades; a grade of C- or higher must be achieved in at least one-half of the courses taken at Hamilton. No more than 15 course credits in a single department earned after entering the College, including transferred credits, may be counted toward the courses required for graduation. Each unit of credit is equivalent to four semester hours.

Residence—A student must complete at least one-half of the courses required for graduation while in residence at Hamilton and be in residence for the final semester of study. Residence means enrollment in programs conducted by the College, on or off campus.

Time for Completion of the Degree—The normal pattern for earning the baccalaureate degree is four consecutive years of study. The requirements must be completed within seven calendar years from the date of matriculation.

Concentration—A student must complete the requirements for a regular concentration, a double concentration or an interdisciplinary concentration with a cumulative average of at least 72 in all courses taken at Hamilton that are approved for the concentration. Seniors must take at least one course each semester in their concentrations unless granted an exemption by the department or program chair. All students must complete the Senior Program in their concentrations.

Each student elects a concentration in the second semester of the sophomore year. For each student the requirements for the concentration elected are those specified in the edition of the *College Catalogue* published for that student's sophomore year.

Regular Concentration—Students declare their concentrations in the spring of their second year, before preregistration for fall semester courses. By the end of the second year, a student must have completed at least two courses in the department or program of concentration, and must have received a cumulative average of 72 or higher for all work taken in that department or program. The concentration is listed on the official transcript. A student may change from one concentration to another only with the approval of the departments or programs involved and the Committee on Academic Standing.

Double Concentration—While students normally declare a single concentration, it is possible for a student to complete and gain recognition for concentrations in two departments or programs, provided that approval to elect a double concentration is granted by the department or program chairs involved. A student may not count a course as part of the concentration requirements in more than one department or program. When approved, both concentrations are listed on the official transcript. Those who have been granted permission for a double concentration may drop one of them at any time by informing the appropriate department chair and the registrar.

Interdisciplinary Concentration—A student may design and declare an interdisciplinary concentration involving two or more departments. After consulting with and gaining approval from the appropriate department chairs, the student must submit the proposed interdisciplinary concentration in writing for approval by the Committee on Academic Standing, which will evaluate the proposal according to standards similar

to those for a regular concentration. The student must have a cumulative average of at least 72 in all courses approved for the concentration. The student must specify a Senior Program that meets the approval of the committee.

Regular Concentration with Option of a Minor—A student with a concentration in a single department or program may declare a minor in any other department or program that offers a minor, or in an interdisciplinary minor program previously approved by the Committee on Academic Policy. Students declaring a minor must consult with and gain the written approval of the appropriate department or program chair. Declaration of a minor in the same department or program as the student’s concentration requires approval of the Committee on Academic Standing. To enter a minor, a student must have completed at least one course in the discipline and must have earned a cumulative average of at least 72 in all courses counting toward the minor. This average must be maintained if the minor is to be listed along with the concentration on the official transcript. A minor consists of five courses as approved by the department, program or committee under which the work is undertaken. A student may not count a course as part of both the concentration and the minor. See “Hamilton College Calendar” for deadlines to declare a minor.

Senior Program—All students must complete a Senior Program in their concentrations. For additional information, see “Senior Program.”

Standards for Written Work—The College requires satisfactory standards of correctness in all written work. Students are encouraged to take writing-intensive courses, which are offered by most departments and programs. Writing-intensive courses include any so designated by the Committee on Academic Policy. The description of each course indicates whether it is writing-intensive.

The Writing Program requires that every student pass at least three writing-intensive courses, each taken in a different semester. One must be taken during the first year of study and a second completed by the end of the second year. At least one course must be outside the student’s area of concentration. This requirement should be completed by the end of the junior year.

Writing-intensive courses in mathematics or courses in which assignments are written in a language other than English may total no more than one of the three required courses. Students should earn all three of the required writing-intensive credits by completing courses designated by the Committee on Academic Policy as writing-intensive. In exceptional circumstances, the Committee on Academic Standing will allow a student to earn no more than one writing-intensive credit by completing a suitably constructed independent study.

The College offers peer-tutoring in writing at the Nesbitt-Johnston Writing Center. Many courses require first-draft writing conferences, and writing conferences are also available on request. Many students take advantage of peer review of their drafts.

The English for Speakers of Other Languages (ESOL) Center is another option for students who are non-native English speakers or for those seeking to improve their English language skills.

Students who experience difficulties with the writing components of a particular course are encouraged to seek such assistance and to consult with their instructors and advisors. They may also consult the director of the Writing Center or the ESOL center about other services available. See “Academic Support Services.”

Writing Program—Courses that fulfill the Writing Program requirements are published each semester in the pre-registration booklet available in the Office of the Registrar. They are also listed as writing-intensive in the course descriptions. See “Courses of Instruction.”

English for Speakers of Other Languages—Hamilton's English for Speakers of Other Languages Program (ESOL) offers services to students who are not native speakers of English and those who are interested in English language instruction. Two courses give students the opportunity to become familiar with American academic expectations and to master English language skills. Fundamentals of Composition I is offered in the fall, and Fundamentals of Composition II is offered in the spring. Both focus on individual needs and on the practice of language skills — reading, writing, listening and speaking — through text preparation, discussions and written assignments. Composition 101 is open to first-year students only, while Composition 102 is open to students of all classes.

Students may take advantage of the resources available through the ESOL program and may meet with the coordinator at any time to discuss course work or academic issues related to the program. Information on the TOEFL (Test of English as a Foreign Language) and other language-based tests, intensive English programs, graduate programs in ESOL/applied linguistics and ESOL job opportunities is available in the ESOL office located in Buttrick Hall. Students are welcome to use the program's library, which covers topics on language skills, ESOL methodology and English language acquisition. Students who are interested in teaching or tutoring ESOL should see the descriptions for the following courses listed under Education Studies: 240 (Methods of Tutoring English for Speakers of Other Languages) and 340 (Teaching English to Speakers of Other Languages).

Standards for Oral Communication—The College requires effective use of public and academic discourse as defined and appraised by the faculty and the College community. Many courses across the curriculum, including proseminars and seminars, require class participation through discussion, performance and debate, as well as through individual or group presentations. Most departments require a public presentation of their concentrators' Senior Projects. Students may develop their speaking abilities and public presence through courses in Theatre, Communication and Oral Communication. Students who experience difficulty in meeting the College's expectations for effective oral communication are encouraged to pursue a plan for progress in consultation with their instructors, advisor and/or associate dean of students (academic).

Standards for Quantitative Work—Each student must demonstrate basic quantitative literacy by passing the quantitative skills examination offered during Orientation, passing a course having a significant quantitative/mathematical component or completing a non-credit-bearing tutorial through the Quantitative Literacy Center. The quantitative skills examination tests basic mathematical and quantitative knowledge, including computation, algebra, analysis of graphs and charts, and probability.

During Orientation, the QSkills Exam is offered to first-year and transfer students. Students who do not pass the exam, or who do not take the exam, should meet with their academic advisors during Orientation Week to plan how to fulfill the quantitative literacy requirement. Courses currently designated as containing a significant quantitative/mathematical component are Archaeology 106, Biology 110 and 115, Chemistry 120 and 125, Computer Science 105 and 110, Economics 265, 275 and 285, Geosciences 209, Government 230, Math 100, 113, 114, 123 and 253, Philosophy 240, Physics 100, 130, 135, 160 and 190, and Psychology 101 and 280. A listing for each semester can be found in the back of the course schedule booklet. Please check with the registrar for any additions or changes to this list. Tutorial help for students taking quantitative courses is available at the Quantitative Literacy Center.

The non-credit-bearing tutorial offered each semester contains four modules: Basic Computation, Algebraic Expression, Graphs and Charts, and Proportional and Functional Reasoning. Students meet weekly with their tutors to prepare to take a final module exam. Participation in tutorials and the exam score are taken into consideration for the fulfillment of the requirement.

This requirement should be completed by the end of the second year. More information about the quantitative literacy requirement can be found under “Academics” on the Hamilton Web site or by contacting the director of the Quantitative Literary Center.

Physical Education Requirement—Every student must participate in the program of instruction offered by the Physical Education Department. Each student is required to pass tests in swimming and physical fitness. A complete specification of the requirement is stated in the “Physical Education” section. Instruction is available in badminton, fitness, golf, jogging, lifeguard training, power walking, racquetball, skating, squash, swimming, tennis, toning, volleyball and yoga. Except under unusual circumstances, it is expected that the requirement will be completed in the first year. All students must complete the physical education requirement by the beginning of Spring Break of the sophomore year and before studying away.

Transfer students and January admits should register for a physical education course upon matriculation and consult with the department chair about completion of the requirement. Prior instruction may be applicable to Hamilton requirements.

Conferral of Degrees—All qualified students receive the degree of Bachelor of Arts, which is conferred once a year at the graduation ceremony. The degrees are conferred only upon students who have completed all the baccalaureate requirements described above, who have no outstanding bills at the College and who are present to receive their diplomas (unless they have requested and received authorization from the Committee on Academic Standing for conferral in absentia). Only students who have completed all the requirements for the degree may participate in the graduation ceremony.

Honor Code

Matriculation at Hamilton is contingent upon a student’s written acceptance of the Honor Code regulations. The code covers all coursework and course examinations at Hamilton during a student’s college career. Complaints alleging violations of the Honor Code shall be submitted in writing by instructors or students to the chair of the Honor Court or to the associate dean of students (academic).

Independent Study

After the first semester of study, a student may engage in independent study during the school year in place of a regular course. The student’s independent study proposal must receive the approval of the faculty supervisor, the appropriate department chair, the student’s faculty advisor and the Committee on Academic Standing. Normally, arrangements are completed in the semester preceding that of the independent study; late petitions may be denied. Independent study requires discipline and responsibility, and therefore the faculty takes into account the maturity of the student and the level of his or her knowledge and academic background when it considers proposals for independent study. A student normally will not engage in more than one independent study in any one semester, and may not engage in more than two independent studies in any one academic year.

Independent study may take many forms, but normally it consists of the study of material unavailable in the formal College curriculum, of laboratory or field research, or of the creation of some body of work in the creative arts, such as poetry, fiction, musical composition or visual art.

Internships

The College recognizes that off-campus internship and apprenticeship experiences can be a valuable supplement to a student’s academic program. Students beyond the first year (eight courses) who are in good academic standing are eligible to engage in such

internships and apprenticeships. Students may seek to earn academic credit based on an internship or apprenticeship experience in one of two ways. First, students may apply to the Committee on Academic Standing, prior to beginning an internship or apprenticeship, for approval to earn $\frac{1}{4}$ credit (using the credit/no credit option only). The committee's determination to award credit/no credit is based on a letter of evaluation submitted by the project supervisor and, at the discretion of the committee, an interview with the student conducted by the associate dean of students (academic). The Office of the Dean of Students will place the project supervisor's letter of evaluation in the student's permanent file. Students may not apply credits earned for internships in this manner toward the requirements for their degree, including the regulation requiring the completion of a minimum of 32 credits. Second, under the direction of a regular member of the faculty, and with the approval of the Committee on Academic Standing, students pursuing approved off-campus internships and apprenticeships may use their off-campus experience as the basis for a $\frac{1}{2}$ -credit or one-credit independent study conducted during a regular semester once the student returns to the College. Such an independent study will be governed by the same policies that apply to all independent studies.

Independent Coverage of Coursework

Under certain circumstances, a student may cover a course independently and receive credit on the basis of demonstrated proficiency. The course covered in this manner must be one that is normally offered in a regular semester. Such study is ordinarily undertaken during the summer recess and permits the student to move rapidly into advanced courses for which there are prerequisites, or to make up a course failed during a preceding semester.

A student wishing to cover a course independently must obtain the approval of a faculty supervisor, the appropriate department chair, the faculty advisor and the Committee on Academic Standing.

Course Election

Both Hamilton's commitment to excellence and its need to operate within its resources have implications for course enrollment policy. Except for independent studies and courses with limited enrollments, a student shall be free to elect, during the calendar periods for registration, any course for which the prerequisites have been met. However, a senior who desires to elect a 100-level course must first obtain permission from the instructor.

Full-time students normally elect courses equal to four credits during both the fall and spring semesters. During each of these semesters, students may carry no more than five, and no fewer than three, full-credit courses. Any exception must be approved by the Committee on Academic Standing (see also "Overelection Fee," under "Tuition and Fees").

Part-time study at Hamilton is available only to special students and to those participating in the Hamilton Horizons Program (see "Admission").

Course Changes for Fall and Spring Semesters

A student may change (add or drop) courses during the first four calendar days of the fall and spring semesters after consultation with the advisor. An add/drop form must be completed and returned to the Registrar's Office within the four-day period.

Classes may not be added after the first week without permission of the Committee on Academic Standing. After the first four calendar days of either semester, a student who is taking four or more courses may drop a course *up to one week after midterm*, after consulting with the advisor and the instructor of the course. The dropped course counts as

one of the 37 courses that a student can elect without extra charge (see “Overelection Fee”).

After the drop deadline, a student may drop a course without the penalty of failure *only* with approval from the Committee on Academic Standing. Only extraordinary circumstances warrant the committee’s approval of such a request.

Grades

A student’s academic performance is graded by the instructor at the close of the semester with one of 14 grades. Each of these grades is used to determine a student’s average and class standing, according to the table below. The lowest passing mark is D-.

The letter grades with their numerical equivalents are shown below:

Excellent	=	A+ (98)	A (95)	A- (92)
Good	=	B+ (88)	B (85)	B- (82)
Satisfactory	=	C+ (78)	C (75)	C- (72)
Poor	=	D+ (68)	D (65)	D- (62)
Failure	=	F (55)		
Serious Failure	=	FF (40)		

The foregoing numerical equivalents of the letter grades are established to enable the registrar to construct students’ grade point averages and class ranks, which are necessarily numerical. An instructor assigns a letter grade to indicate his or her qualitative (not numerical) assessment of a student’s work.

Thus, for example, an instructor would assign “C+,” “C” or “C-” to indicate assessments of “satisfactory,” and the instructor may use any information he or she considers appropriate, including, but not limited to, numerical information to decide whether a student’s work is “satisfactory.” The registrar’s conversion of the instructor’s letter grade into an element of a student’s grade point average is a separate matter.

Evaluation of performance in a course is represented by a single grade which combines grades for work in the course and for the final examination in a ratio determined by the instructor. When a student elects to take a course on a credit/no credit basis, standing in the course is represented by the notation of Cr, NC, F or FF (see “Credit/No Credit Option”). When an independent study or an appropriately designated course is carried for two semesters, the grade reported at the end of the first semester is tentative. The grade assigned by the instructor at the end of the second semester becomes the final mark for both semesters.

Failure in a Course—Students who fail a course may repeat that course; if the failed course is repeated, however, both grades will be included both on the permanent transcript and in the cumulative average. A failed course may not be counted toward the course credits required for graduation, but it is counted toward the 37 courses that a student may elect without extra charge.

After the drop period, and following a warning to the student, an instructor may request the Committee on Academic Standing to remove from the course a student who is willfully and consistently neglectful of assigned work or other course obligations. If the committee concurs, a grade of F will be entered on the student’s permanent transcript.

Grades of Incomplete and Grade Changes—Any grade of incomplete reported by an instructor must first be approved by the Committee on Academic Standing. Such approval is given rarely and only in circumstances beyond a student’s control, such as a medical or family emergency. Approval permits the student to complete the required work for the course by a deadline set by the instructor and the chairperson of the Committee on Academic Standing. Normally this deadline will be no later than six weeks from the end of the semester for which the grade of incomplete was assigned. If all

remaining work is not submitted by the deadline specified when the incomplete is granted, the grade will automatically be changed to F.

An instructor may not change a grade, other than removal of an incomplete within the deadline, without approval of the chair of the Committee on Academic Standing.

Credit/No Credit Option—To encourage greater breadth in course election, the faculty has adopted a rule that allows a student to elect four courses over the four-year period on a credit/no credit option. No more than one such option may be exercised in any given semester. Graduate and professional schools generally look with disfavor on the use of this option in coursework considered crucial to the graduate field.

The credit/no credit option is subject to the following rules:

- 1) No first-year student is permitted to use the credit/no credit option in the first semester.
- 2) Unless the instructor asks, he or she will not be informed which students are taking a course on the credit/no credit option.
- 3) The student must inform the registrar of his or her intention to use the credit/no credit option no later than the first four calendar days of the fall and spring semesters.
- 4) No junior or senior may exercise the credit/no credit option in the department of concentration or minor.
- 5) To qualify for a credit (Cr), a student must earn a C⁻ or better. The grade will not enter into the computation of the overall average.
- 6) If a student earns a grade of D⁺, D or D⁻, the transcript will show the designation NC. The grade will not enter into the computation of the overall average.
- 7) If a student earns a failing grade, the transcript will show an F or FF, and the grade will enter into the computation of the overall average.

In certain courses, students may be evaluated “satisfactory” or “unsatisfactory.” The *College Catalogue* description of the course will include the notation “Evaluated Satisfactory/Unsatisfactory,” which will apply to all students registered for the course. The recorded evaluation (S or U) will under no circumstances be convertible to a conventional grade.

Under this option, full-credit courses that are evaluated satisfactory/unsatisfactory may be counted, but may not be required, for the concentration or minor, and they may not be elected by students in their first semester. The combined number of full-credit satisfactory/unsatisfactory and credit/no credit courses that a student may elect is four.

Academic Average

Based on grades submitted by instructors, a numerical academic average is determined for each student for each semester and cumulatively for all work taken at Hamilton. This information is available to the student and to those parties authorized by the student to receive it. Grades in courses accepted for transferred credit are excluded from the student’s average.

Grades earned in courses taken by independent coverage are included in the cumulative average. Grades for the Hamilton Junior Year in France Program, the Academic Year in Spain Program, the Associated Colleges in China Program, the Hamilton Program in New York City and the Hamilton Term in Washington are included in the cumulative average.

Class Attendance

Every student is expected to attend class regularly. A student who must be absent because of medical or family emergency should notify the Office of the Dean of Students and his

or her instructors. Absence for any reason does not remove the student's responsibility for learning the material covered during the absence, for turning in assignments, for obtaining materials distributed in class and for knowledge of the next assignment. Instructors may drop students from a limited-enrollment course if they are absent at any time during the first week of classes.

When an instructor believes that lack of attendance is affecting a student's academic performance, the instructor may warn the student or ask the Committee on Academic Standing to do so. The committee may drop from the course a student who fails to heed such a notice. If the committee drops the student, a grade of F will be recorded.

Excuse of Illness—Students who are indisposed by illness that might inhibit their academic work should contact their instructors before assignments are due. The instructors will determine whatever alternative arrangements, if any, will be available to the student. Except for confinement to bed upon the order of the College physician or nurse, the Health Center will not excuse a student from academic obligations.

Examinations—Hour examinations normally shall not be given during the last two weeks of the semester. In-class final examinations shall not be given before the beginning of the final examination period; out-of-class final examinations shall not be due prior to the beginning of the final examination period.

The final examination period consists of six days, with two scheduled examination sessions per day. If a student is scheduled to take more than one examination in a single session, the student should ask an instructor to reschedule his or her final examination. If the rescheduling presents a problem for the student or the instructor, the student should consult the Office of the Dean of Students. Other reasons for rescheduling will be evaluated by the instructor, who must approve the time change.

Academic Standing

The faculty assumes that every student admitted to Hamilton will be able to qualify for graduation. However, the opportunity to continue at Hamilton is a privilege that a student must earn by academic achievement. A student separated from the College for academic deficiency (see below) is not in good academic standing. A student on academic probation (see below) is not in good academic standing but remains eligible for financial aid.

Hamilton reserves the right, at any time, to suspend for any period or to separate from the College any student whose academic performance or personal conduct on or off campus is, in the sole judgment of the College, unsatisfactory or detrimental to the best interests of the College. Neither the College, nor any of its trustees, officers, faculty or administrative staff shall be subject to any liability whatsoever on account of such suspension or separation. A student who is separated or suspended from the College or who withdraws is required to leave campus within 48 hours, unless permission to remain longer is granted by the dean of students.

Academic Warnings—Instructors may at any time during the term submit written reports for all students whose standing in a course is unsatisfactory (borderline or failing). Students and their advisors receive copies of these warnings. A student who receives two or more such warnings in the same semester must consult with the associate dean of students (academic).

Class Status—The Registrar's Office determines class status by the number of courses a student has completed satisfactorily.

Academic Probation—The Committee on Academic Standing will place on academic probation for the succeeding semester a student whose substandard achievement is reflected in the semester's final grades in any of the following ways:

- 1) failure in a full-credit course in each of two consecutive semesters;
- 2) receiving grades below C- in courses totaling two or more units;
- 3) failure to maintain a cumulative average of 72 or higher in those grades earned since accumulating 16 credits (including AP, transfer and HEOP credits);
- 4) failure in any course (whether for full or partial credit) by a student on probation.
- 5) failure in a sophomore seminar, except in the case where the student has already successfully completed another sophomore seminar in a previous semester or during the current term. (Applies to the Class of 2009 and earlier.)
- 6) failure to complete successfully a sophomore seminar by the end of the first semester of the junior year and for every semester thereafter that the requirement is not completed. (Applies to the Class of 2009 and earlier.)

A student who is on academic probation is ineligible for study abroad. The Committee on Academic Standing may also prevent or limit participation by students on academic probation in prize competitions, intercollegiate athletics and other extracurricular activities, including the holding of offices in chartered undergraduate organizations.

The Committee on Academic Standing will normally recommend that a student's degree be withheld for one year if a senior's record during the final semester at Hamilton would have resulted in probation.

Suspension from the College for Academic Deficiency—The Committee on Academic Standing will normally suspend from the College for a period of one year a student who has:

- 1) failed two or more full-credit courses during a semester; or
- 2) accumulated failures in a total of five courses; or
- 3) incurred a third academic probation.

A student suspended for academic deficiency will be notified in writing of the committee's decision, the reasons for the suspension, the length of the suspension and the conditions under which he or she will be considered for readmission to the College.

A student readmitted from a suspension for academic deficiency will be placed on academic probation for the semester immediately following readmission.

Expulsion from the College for Academic Deficiency—The Committee on Academic Standing will normally expel from the College:

- 1) any student who is readmitted from an academic suspension and whose record subsequent to readmission makes him or her subject to academic probation or to another suspension;
- 2) a senior who has failed to maintain a cumulative average of 72 in all courses taken at Hamilton as part of the concentration.

Expulsion is permanent dismissal from the College. A student who is expelled may not be readmitted and will have no further opportunity to qualify for a Hamilton degree.

Permanent Record—A student who is suspended or expelled from the College as a consequence of an action taken by the Committee on Academic Standing (academic failure), the Judicial Board (social infractions) or the Honor Court (academic dishonesty) will have recorded on his or her permanent transcript a note explaining the reason or reasons for the suspension or expulsion as follows: "suspended (or expelled) from the College on (date) _____ for the reason of _____."

Transfer of Credit to Hamilton for Study Away

With faculty approval, qualified students may spend one to three semesters of study in an approved program overseas or at another American institution, or may receive credit for part-time study while on personal leave or during summers. The College tries to be responsive to the needs of students seeking diverse educational settings or courses not

offered at Hamilton. At the same time, transferred credit can have a significant effect on the meaning and value of the Hamilton degree and thus must represent work that meets Hamilton's standards. *The College considers the opportunity to earn transferred credit a privilege, rather than a right, and evaluates carefully the merits of all transferred credit petitions.*

Every student intending to study away from Hamilton should prepare by taking the appropriate foundation courses. Consultation with the appropriate department chairs and the associate dean of students for off-campus/international study early in the sophomore year is advised.

The conditions for transferred credit are as follows:

- 1) Students planning to study away from Hamilton must register their intentions with the Dean of Students Office by the published deadlines. They must complete the transferred credit petition and receive the approval of their advisor and/or the appropriate department chairs before they begin the course of study away. Students who change their programs after leaving campus should discuss substitutions with the associate dean of students for off-campus/international study by e-mail or telephone.
- 2) Courses must be taken at an accredited institution and must be considered by the faculty at Hamilton to be in the liberal arts. Students are encouraged to study at four-year institutions. Students who have earned 14 or more Hamilton units (including units earned by all forms of transferred credit) may present for transferred credit only courses taken at a four-year institution.
- 3) Each course must be approved by the chair of the Hamilton department or program that would offer the course at the College. To obtain approval, students must provide a copy of the catalogue description of each course. If a course is not clearly within the purview of a Hamilton department or program, the Committee on Academic Standing will determine its acceptability. The appropriate chair should indicate if a course will apply toward a student's concentration or minor.
- 4) Correspondence courses are not acceptable for transferred credit. Courses in which a substantial portion of the enrollment consists of high school students are not acceptable for transferred credit, even if they are college-level courses taught by a university-approved instructor or visiting professor.
- 5) Grades must be the equivalent of C or higher.
- 6) Students who carry out independent studies at another college or university in the United States must submit a separate form indicating that a Hamilton faculty member has evaluated and approved the completed project.
- 7) Transferred credits may account for no more than one-half of the total graduation credits. No more than two course credits will be granted for study during a summer.
- 8) Seniors must take their final semester at Hamilton College. Matriculated students may spend no more than three semesters studying away from Hamilton.
- 9) The quantity of transferred credit that a student may earn toward a Hamilton degree for work done at another school is determined by a proportionality between the 32 Hamilton units required for a Hamilton degree and the number of units required at the other school to earn a degree. For example, if a school requires 120 semester-hours for a degree, a course worth three semester-hours at that school is .025 of the total work required for a degree at that school. By proportionality, that three semester-hour course would generate .8 of a Hamilton unit, because $(.025)(32) = .8$. The registrar will use this rule to evaluate the totality of a student's transferred credit for a given semester or summer.
- 10) The Committee on Academic Standing grants final approval of all transferred credit petitions. Any requests for exceptions to the above conditions must be submitted to the committee.

Transferred credit, including summer school and advanced placement credit, is counted toward the courses required for a degree. Such credit is entered on the transcript. The grade, however, is not included in the student's average and, therefore, does not affect class rank, which is determined solely on the basis of grades awarded for courses taken in Hamilton programs.

Once transferred credit has been entered on a student transcript, that credit may not be removed from the transcript without approval of the Committee on Academic Standing.

Foreign students who enter Hamilton as first-year students and desire transferred credit for work done at a foreign college or university should consult the associate dean of students (academic) during their first year.

Study in a Foreign Country

- 1) Students planning to study in a foreign country must follow and complete the procedures specified above for off-campus study and transferred credit. (These provisions do not apply to the Hamilton programs in China, France, Spain, New York City, Washington, D.C., or the Hamilton-affiliated program in India. See the appropriate departments for the relevant information.)
- 2) All students planning to study away must discuss their plans with the associate dean of students for off-campus/international study (located in the Dean of Students Office) by the published deadlines. Only students in good academic and social standing at the College may receive an approved leave of absence for foreign study.
- 3) As in the case of other off-campus programs, final approval of foreign study programs and transfer of foreign study credit is granted by the Committee on Academic Standing.

Upon returning to Hamilton, the student must have an official transcript sent to the Office of the Registrar documenting completion of the approved program. No credit will be approved for courses taken credit/no credit. Students must receive letter grades or equivalents from off-campus programs.

To earn credit toward a Hamilton degree for study abroad, a student must:

- 1) earn a grade point average of 82 or higher during the two consecutive semesters at Hamilton immediately preceding the student's last semester at Hamilton before leaving for the study abroad.
- 2) receive no final grades of F or FF in the semester immediately preceding the proposed period of study abroad.

Students applying to the Hamilton programs in China, France or Spain, or the Hamilton-affiliated program in India may, with the support of the appropriate program director and the concentration advisor, apply to the Committee on Academic Standing for a waiver of the 82 average rule.

To earn credit toward a Hamilton degree by work transferred from study abroad in a country whose language is not English, a student must meet both of the following requirements:

- 1) prior to studying abroad, pass a course (or otherwise demonstrate proficiency) in the language of that country at:
 - a. the fourth-semester level for French, German, Russian and Spanish;
 - b. the second-semester level for Italian, Chinese and Japanese;
 - c. the second-semester level, if the Critical Language Program at Hamilton offers instruction in that language regularly.
- 2) while studying abroad, undertake for credit work that is either conducted in the language of that country or that increases the student's proficiency in that language. The student must earn a grade of C or higher, and the work must be worth at least one-fifth of the total work presented for transferred credit from that study abroad.

The Committee on Academic Standing may, upon the recommendation of an academic department at Hamilton, modify these requirements for specific students or programs of study abroad.

Evaluation of Credit for Transfer Students

Transcripts of college work to date will be reviewed by the registrar, in consultation with the Committee on Academic Standing, to determine the courses that will be accepted for transfer. (See the preceding section for the criteria used.) Transfer students must complete at least half of their undergraduate program at Hamilton to receive a Hamilton College degree.

When the transcript has been evaluated, the registrar will send the transfer student a statement of accepted courses and an estimate of the Hamilton credit equivalency, and upon matriculation will enter the courses and grades on the student's Hamilton record. The registrar will assign a class year based on the number of credits accepted for transfer. A transfer student is governed by the academic regulations that pertain to the class in which he or she has been placed.

All transfer students must take the quantitative skills proficiency examination. They must consult with the Physical Education Department regarding completion of the physical education requirement. If awarded junior standing, a transfer student must declare a concentration upon matriculation. Courses taken elsewhere may be counted toward the concentration if approved by the appropriate department.

Acceleration

Acceleration permits students to graduate one full year ahead of the normal date of graduation. Students wishing to accelerate must apply to the Committee on Academic Standing for permission to do so no later than the end of the first semester of the sophomore year. The committee will consider both the advisability of acceleration and the means of achieving it. Approval will be granted only to those students whose academic ability and personal maturity are judged adequate.

Leaves of Absence

A student may request from the associate dean of students (academic) an academic or personal leave of absence. A student may request from the dean of students a medical or psychological leave. Students should consult with their academic advisor and the appropriate dean prior to requesting leave. Leaves of absence may be granted for a specified period of time, normally one or two semesters. Students on leave are expected to return to Hamilton at the conclusion of the approved leave.

While on leave, students will be informed of preregistration at the appropriate time in the semester preceding their return, and are responsible for meeting the same deadlines as currently enrolled students. Arrangements for housing must be completed before students leave campus. In order to do this, students must complete a proxy form and register it with the Office of Residential Life. Students who fail to preregister or who leave Hamilton without formally being granted a leave of absence will be withdrawn and must reapply to the dean of students. A request for a change in a student's leave, or cancellation, must be made to the appropriate dean. Should the dean approve the request to cancel a leave, the student must pay the continuation fee and then may exercise his or her own on-campus options, to the extent that the College schedule allows.

All requests for a leave of absence must be received by the published deadlines. Students with an approved leave do not pay the continuation fee, preregister or participate in the housing or meal plan lotteries. The continuation fee is refundable until May 1; after that date it is forfeited.

Students may occasionally need to arrange a leave of absence after the spring or fall deadlines for reasons beyond their control. These students should apply to the dean of students, who may allow financial and other regulations to be waived. When a leave is granted, the dean of students may also specify special conditions for the student's readmission to Hamilton.

Academic Leave of Absence—Students intending to pursue an academic program at another institution, either at an American college or in a foreign study program, must request in writing an academic leave from the associate dean of students (academic).

Personal Leave of Absence—Students may request in writing a leave for personal or financial reasons from the associate dean of students (academic).

Medical or Psychological Leave of Absence—Students who have a professionally diagnosed medical or psychological condition that interferes with their academic or social life at Hamilton may request from the dean of students a medical or psychological leave of absence. For such a leave to be considered, the student must authorize the director of Student Health Services and/or the director of Counseling and Psychological Services, as appropriate, to provide confirmation of the presence and severity of the condition to the dean of students.

Students whose behavior is either disruptive or presents a danger to themselves or to others may be referred to the Health Center or to the Counseling Center for evaluation and diagnosis if the dean of students suspects that a medical or psychological condition may underlie the behavior. If the consultation confirms the presence of such a condition, the dean of students may decide to place such students on an involuntary medical or psychological leave of absence. Students who refuse to cooperate with such evaluative procedures will be subject to involuntary leave until evaluations are completed. Students who face involuntary leave have the right to request a member of the faculty or administration to act as an advisor or advocate.

Students who take a leave during a semester will normally be on leave for the remainder of that semester plus the subsequent semester. Students who have been on medical or psychological leave of absence must apply to the dean of students to return. Normally this request should be made 30 days in advance of the proposed date of return. Requests will be granted only after the director of Student Health Services and/or the director of Counseling and Psychological Services informs the dean of students that he or she is satisfied that the student is ready to return; this will normally require the student to supply documentation from appropriate professionals confirming that the condition leading to the leave has been resolved.

Suspension, Withdrawal and Readmission

Academic Suspension—A student suspended for academic deficiency will be notified in writing of the decision of the Committee on Academic Standing, the reasons for suspension, the length of the suspension and the conditions under which he or she will be considered for readmission to the College. A student readmitted from a suspension for academic deficiency will be placed on academic probation for the semester immediately following readmission.

Disciplinary Suspension—Students may be suspended from the College for disciplinary reasons. Readmission to the College after the semester of suspension is not automatic, but requires application to the dean of students. A student readmitted from suspension for disciplinary reasons will normally be placed on disciplinary probation for the semester immediately following readmission. Readmission will normally be denied if the conditions specified at the time of suspension have not been met. Hamilton reserves the right to defer readmission if space is not available.

Withdrawal—Students who leave Hamilton while a semester is in progress or at the end of the semester, and who do not wish to return at a future date, are required to formally withdraw from the College by meeting with the associate dean of students (academic) and following the proper exit procedures.

Readmission—Former students or students who have completed withdrawal procedures may apply to the dean of admission for readmission to the College. Applications for readmission are to be submitted at least one month prior to the beginning of the semester in which the student wishes to return.

Continuation at Hamilton

Continuation Deposit—A continuation deposit of \$400, deductible from the fall tuition bill, is required of all students who intend to continue at Hamilton. This deposit is due by March 1 of each year. It may be refunded up to May 1; after that date it is forfeited.

Preregistration—Preregistration is held in November for the following spring semester and in April for the following fall semester. In order to preregister for the fall semester, students must have paid the continuation fee. Students who have not preregistered may be withdrawn from the College.

Housing Lottery—In order to continue in college housing, returning students select their rooms for the next academic year through the housing lottery at the end of the spring semester. In order to be eligible, students must have paid the continuation fee, have their accounts clear and have preregistered for classes for the fall semester. The housing lottery information booklet, published in the middle of the spring semester, contains additional requirements pertaining to the process and student eligibility.

Students wishing to live off campus must participate in a separate process which is offered only to rising seniors. Any permission to live off campus is granted on a yearly basis only. Students are advised to not sign a lease until they have been granted permission to move off campus by the College during the spring.

Meal Plan Placement—Each student must participate in a meal plan while classes are in session. All first-year and sophomore students must participate in the 21-meal plan. Most junior and senior students will participate in the 7-, 14- or 21-meal plan, depending on where they live. Certain housing locations permit students to take fewer meals in the dining halls. However, all students (including off-campus residents), at a minimum, must participate in the seven-meal plan. Students with medical restrictions need to consult with the director of residential life. For more on meal plan placement, view a pdf at www.hamilton.edu/MealPlans.

Student Records

College regulations defining access to student records under the provisions of the Family Educational Rights and Privacy Act (“Buckley Law”) are described in the “Appendix.”

Honors

The College recognizes academic achievement with a variety of honors. Specific awards, fellowships, scholarships and prizes are described in the “Appendix” of the *College Catalogue*.

Commencement Honors

Those students who complete the entire College course with a standing in the first five percent of the graduating class will earn general honors and receive the baccalaureate degree *summa cum laude*; those in the next 10 percent, *magna cum laude*; and those in the next 10 percent, *cum laude*.

The two students who attain the first and second highest standings for the College course shall be given, respectively, valedictory and salutatory honors. To be eligible for valedictory or salutatory honor, a student must have earned at least 23 units of credit at Hamilton College.

Departmental Honors

Honors in the concentration are awarded by vote of the faculty in the area of concentration to those seniors who have completed courses that satisfy the concentration with an average of not less than 88 and who have also met with distinction the additional criteria established for honors in the concentration. Individual departments and programs may require a higher average. These criteria are listed in the departmental entries. Matters of character constitute legitimate considerations for a department to deny an award of honors in the concentration.

Dean’s List

The College also recognizes academic achievement at the conclusion of each semester. At those times, the dean of the faculty makes public the names of students who have carried throughout the semester a course load of four or more graded credits with an average of 90 or above. (A special criterion for the Dean’s List applies to the Hamilton Program in Washington and Hamilton in New York City programs; see “Academic Programs and Services.”)

Phi Beta Kappa

Founded at The College of William and Mary in 1776 to foster love of learning, Phi Beta Kappa is the oldest academic honorary society in America. The Hamilton chapter, known as the Epsilon Chapter of New York, was established in 1870. Students are elected during their senior year on the basis of academic distinction in the liberal arts and sciences. In examining the academic records of candidates, the chapter considers the breadth of their engagement with the liberal arts and their fulfillment of the academic purposes and goals of the College. Breadth in the liberal arts normally involves one course in at least five of the six following categories — arts, math/computer science, sciences, social sciences, languages and humanities. In at least three of those categories, the student will have taken a course at the 200-level or above. The Hamilton chapter normally selects about 10 percent of the senior class for membership.

Sigma Xi

The Hamilton College chapter of Sigma Xi, the national honor society for scientists, was installed in 1965. The goals of Sigma Xi are to advance scientific research, to encourage companionship and cooperation among scientists in all disciplines and to assist the wider

understanding of science. Students who show marked aptitude for research and who are continuing in research at the graduate level are elected to associate membership. Students not continuing on to graduate school are awarded certificates of recognition. Nominations are based on the student's performance in an independent study or a senior research project.

Lambda Pi Eta

The Hamilton College chapter of Lambda Pi Eta, known as Epsilon Kappa, was established in 1996. Membership in Lambda Pi Eta is based on academic excellence in and commitment to communications. The purpose of the society is to recognize, foster and encourage outstanding scholastic achievement in communications.

Omicron Delta Epsilon

The Hamilton College chapter of Omicron Delta Epsilon, the international honor society in economics, was established in 1990. The society recognizes scholastic attainment in economics, encourages the establishment of closer ties between students and faculty in economics and emphasizes the professional aspects of economics as a career in the academic world, business, government and international organizations.

Phi Alpha Theta

Alpha Epsilon Upsilon, the Hamilton College chapter of Phi Alpha Theta, was installed in 1991. This international honor society recognizes academic excellence and promotes the study of history through the encouragement of research, good teaching, publication and the exchange of learning and thought among historians.

Phi Sigma Iota

Iota Nu, the Hamilton College chapter of Phi Sigma Iota, was installed in 1977. This national honor society encourages scholarship and recognizes achievement in foreign and classical languages and literatures.

Pi Sigma Alpha

Known as Tau Kappa, the Hamilton College chapter of Pi Sigma Alpha was established in 1993. This national political science honor society recognizes academic achievement in various fields of political science and encourages intellectual discourse on public affairs and international relations among students and faculty.

Psi Chi

The Hamilton College chapter of Psi Chi, the national honor society in psychology, was established in 1977. The purpose of the society is to advance the science of psychology and to encourage, stimulate and maintain members' scholarship in all fields, particularly psychology.

Fellowships, Prizes and Prize Scholarships

In addition to the honors listed in this section, the College awards fellowships, prizes and prize scholarships in recognition of academic and other kinds of achievement.

Fellowships are awarded to graduating seniors to permit them to continue their education.

Most prizes are given for academic achievement in a particular discipline, either in general coursework or in an essay or other exercise. A few prizes recognize personal character or service to the College community.

Prize scholarships are competitive and are awarded to students in recognition of outstanding achievement. A number of endowed scholarship funds, established by alumni and friends of the College, support them. See "Scholarships, Fellowships and Prizes."

Postgraduate Planning

Just as Hamilton provides academic advisors to its students during their undergraduate years, so it endeavors to assist them in their plans for postgraduate study and employment. The staff of the Career Center regularly advises students on postgraduate planning, and many faculty members are available for consultation concerning study or careers in their particular fields of interest.

In recent years, approximately 22 percent of new graduates have entered graduate or professional schools directly after college. Some 50 percent enter graduate programs within five years after receiving their degrees. Since most Hamilton students undertake postgraduate study, proper preparation for such work is an important aim of the curriculum. About 72 percent of recent seniors elected to take jobs immediately after graduation. As they begin to plan for their postgraduate years, all undergraduates are encouraged to use the resources and counsel available at Hamilton.

Career Center

The Career Center offers workshops, individual appointments and other services to assist students in exploring career options, preparing for job searches and planning for graduate and professional schools. Students are strongly urged to visit the center in their first or second year at Hamilton. Information on career development and career field choices, and data on all recruiting opportunities, is available online at the Career Center Web site (www.hamilton.edu/college/career). The office maintains reference books concerning graduate study in the United States and abroad, as well as information on career-related experiences including internships, volunteer programs and summer employment. Also, the center acts as a clearinghouse for students who wish to establish a permanent file of credentials.

In addition to arranging career seminars and campus visits by employers and representatives of graduate and professional schools, the Career Center coordinates a mentoring program with the participation of alumni, who are an integral part of the career advising process. Each year a number of alumni return to campus to discuss career options with students in a variety of formal and informal settings, and students often visit alumni at their places of employment during school vacations.

Graduate Study in Arts and Sciences

Students contemplating graduate study should consult as early as possible with the chair of the department in which they plan to concentrate. Knowledge of requirements for the primary field of interest and of appropriate related courses is essential to planning a solid program. For example, students considering a career in chemistry need to know the courses that will enable them to qualify for a certificate issued by the American Chemical Society, as well as the courses most helpful toward graduate work in chemistry. A student considering geosciences should be aware that the other natural sciences are useful both to the potential concentrator and to the future geologist. A solid grounding in mathematics, including analytical geometry and elementary calculus, is particularly important to the scientist, the economist and very frequently to the social scientist.

Any student planning on graduate work should be aware that many programs require a reading knowledge of at least one foreign language for the master's degree and often two for the doctorate. A student should consider whether French, German, Greek, Latin, Russian, Spanish or a non-Western language will be helpful.

A student contemplating graduate work should consult the Web sites and catalogues of major universities for their requirements. This background will permit useful planning in consultation with the appropriate department chair.

Health Professions

Most accredited medical and dental schools require two semesters of English (or comparative literature), two semesters of biology, four semesters of chemistry (including two of organic) and two semesters of physics. Additional requisites vary, but often include “competence in mathematics” and biochemistry. The requirements for schools of veterinary medicine are generally more rigid and vary from school to school. Requirements for the allied health professions, including physical therapy, optometry, podiatry and nursing often include anatomy and physiology. Students interested in any career in the health professions should consult with the health professions advisor as early as possible to plan a course of study to meet the requirements of the schools of their choice. (See “Early Assurance Program in Medicine” under “Academic Programs and Services.”)

Law

Many Hamilton students enter law school immediately upon graduation or within a few years thereafter. While law schools do not prescribe any particular courses or program of study as part of a formal pre-law curriculum, they seek graduates who demonstrate analytical reasoning powers, skill in oral and written forms of expression, and the ability to comprehend and organize large amounts of factual data. Students interested in entering law school are advised and assisted by the Pre-Law Committee composed of faculty members and the associate director of the Career Center.

Education

Hamilton is proud of the number and quality of its graduates who have pursued careers in the field of education. Students interested in teaching, school administration, student services and other careers in education should consult with the staff of the Career Center, the Office of the Dean of Students, the director of the Education Studies Program and/or their advisor.

Business and Government Service

For many careers and professions, no prescribed program is necessary. The best preparation for business or government service is well-developed skills in reading, speaking and writing; a wide choice of courses, including economics and/or mathematics; and a concentration in the area which the student finds most interesting. Students who intend to enter a graduate school of management or business administration are strongly advised to take mathematics at least through calculus. In addition, many employers look for well-rounded students who also have demonstrated leadership, community service and involvement in extracurricular activities during their time at Hamilton.

Engineering

Students interested in engineering as a career may pursue this interest at Hamilton in a number of ways. Among others, the cooperative program (see “Cooperative Engineering Programs” under “Academic Programs and Services”) leads to the B.S. or M.S. degree in engineering in a 3-2, 4-2 or 2-1-1-1 plan. Other arrangements may also be made. In order to keep this career option open, it is necessary to take courses in physics, mathematics and chemistry. The usual pattern is at least one course in science and one in mathematics for each of the first five or six semesters.

Admission

As a liberal arts institution, Hamilton encourages applications from students of diverse talents and intellectual promise. Prospective students are selected not only on the basis of their performance in high school and their ability to profit from Hamilton's various programs, but also on the basis of their capacity to enrich college life in some fashion — be it scholastic or extracurricular.

The Admission Committee reviews each application individually and reaches a decision by consensus. Since the number of qualified candidates far exceeds the number of openings available each year, admission to Hamilton is highly competitive.

Requirements for Admission

Because Hamilton's academic program is rigorous, applicants for admission must demonstrate highly developed learning skills. The candidate should, therefore, complete a formal secondary school program, including such preparatory subjects as English, mathematics, foreign language, science and social studies. Although the distribution of these subjects may vary, a minimum of four years of English, three years of mathematics, three years of science and three years of one foreign language is desirable. Nonetheless, since the prime criterion for admission remains the candidate's ability and desire to perform at intellectually demanding levels, Hamilton will consider applications from highly recommended individuals whose preparation does not conform to these guidelines.

The deadline for submitting applications through regular decision is January 1. An application consists of the following: the application form itself (Hamilton's application is the Common Application), Hamilton's one-page Application Supplement, a secondary school report, a mid-year school report and a teacher reference form. In addition, applicants must write an essay and submit a graded sample of expository prose. Applicants are offered a variety of ways to meet Hamilton's standardized test requirement. They include: the SAT Reasoning Test; or the American College Testing assessment test (ACT); or three exams of the student's choosing, to include a writing or verbal test, a quantitative test (chemistry, math or physics) and a third test of the student's choice: acceptable exams include SAT II subject tests, AP Exams, IB exams and the TOEFL for international students. See the Admission Office Web site for more specifics.

Because the Admission Committee wants to know as much as possible about each applicant, a personal interview on campus is strongly recommended. Interviews may be scheduled from spring of the junior year through February 1 of the senior year. The candidate should contact the Admission Office at 800-843-2655 to schedule an appointment. Because interview slots are limited and are often booked weeks in advance, students are urged to arrange an appointment well ahead of their intended visit. The Admission Office schedules interviews Monday through Friday from 9 a.m.-3 p.m. The office is also open on most Saturday mornings from July through November. For those unable to visit the College or schedule an interview during their visit, an off-campus interview with an alumna or alumnus of the College may be arranged. An off-campus interview should be requested as early as possible during the senior year. Alumni interviews cannot be scheduled after December 15. The phone number is 800-791-9283.

A campus visit should involve more than just an interview. Applicants are encouraged to take a tour of the campus, attend an information session, visit classes, talk with faculty members and students, and eat in one of the dining halls. The Admission Office will be glad to assist with any arrangements.

Hamilton is a member of the National Association of College Admission Counselors and adheres to its Statement of Principles of Good Practice in the admission process.

Applicants are expected to be aware of their rights and responsibilities as delineated in the Statement of Students' Rights and Responsibilities as promulgated by NACAC. Copies of either or both of those statements may be obtained by writing or calling the Admission Office.

Early Decision

The Early Decision program is designed for students who have investigated their college options thoroughly and have decided that Hamilton is their "first choice." Hamilton College values the commitment and enthusiasm demonstrated by students who choose this program. The program enables students to clearly indicate that Hamilton is their first choice, and allows admitted students to conclude their college search early in the senior year.

A student may apply for Early Decision under the following plans:

Plan I: November 15—Deadline for application
December 15—Notification of decision

Plan II: January 1—Deadline for application
February 15—Notification of decision
Note: Regular decision candidates may convert to ED II by filing an Early Decision agreement prior to February 1.

Students applying under any of the Early Decision plans will be required to sign a statement that they will withdraw all other college applications and will file no additional applications if they are accepted by Hamilton. A guidance counselor and a parent must also acknowledge the commitment by signing this statement.

Early and Deferred Admission

Candidates able to satisfy high school graduation requirements by the end of their junior year and who wish to matriculate at Hamilton the following fall will receive the same consideration as any other applicant. Excellent students who have exhausted their high school course offerings before the senior year but who will not satisfy graduation requirements may also be considered for early admission. Early admission candidates are strongly advised to have a personal interview on campus.

Candidates who have been accepted for admission and are fully committed to Hamilton, yet who prefer to postpone entrance for one year, may request deferred admission. A place will be reserved for them upon acceptance of their deferral by the admission committee and receipt of the required registration deposit of \$500.

Advanced Placement Credit

Entering students who score satisfactorily on the Advanced Placement Tests or who have earned the International Baccalaureate diploma may be awarded (with the approval of the appropriate department and the Committee on Academic Standing) advanced placement and/or credit. In addition, credit may be granted for coursework taken on other college campuses with regular college faculty.

With the approvals of the appropriate academic departments and the Committee on Academic Standing, students who have earned the International Baccalaureate diploma may be awarded credit based on that diploma.

With the same approvals, a student who scores satisfactorily on an Advanced Placement Test may be awarded advanced placement in that department's curriculum. The department, may, but need not, award the student credit for a lower-level course upon that student's completing, with a grade satisfactory to the department, the course in which he or she was placed.

A student may not receive credit toward a degree solely on the basis of a score on an Advanced Placement Test.

Hamilton Opportunity Programs

Hamilton offers three programs designed to increase access to higher education for students who, because of educational and economic circumstances, might otherwise be unable to attend college.

Hamilton participates in the New York State-sponsored Arthur O. Eve Higher Education Opportunity Program (HEOP) and its own Hamilton College Scholars Program. Both are designed to provide a wide range of services, including a summer session in preparation for matriculation at the College, counseling and tutoring. In addition, Hamilton supports ACCESS Pathways, an academic and career support program for low-income parents in Central New York. Designed to assist non-traditional students in attaining higher education degrees, the ACCESS Pathways program includes a comprehensive needs and skills assessment, academic and career counseling, academic support, and assistance with books and travel costs.

A five-week general college studies summer session is required for Opportunity Program students and includes work in writing, public speaking, logic, science, philosophy, mathematics, psychology, government and the opportunity to meet physical fitness requirements. Students also receive instruction in time management, research methods, library resource and assistance in the development of study skills.

For further information, applicants should contact Phyllis Breland, director of Opportunity Programs, at 315-859-4398.

International Students

Applications from superior students from other countries are encouraged. International students should submit the results of the Test of English as a Foreign Language (TOEFL) in addition to the materials mentioned above if their language of instruction has not been English. Financial aid is available to international students demonstrating need in both Early Decision and Regular Decision.

Home-Schooled Students

Students who have met their local and/or state regulations for schooling at home may apply for admission to Hamilton. We strongly recommend these home-schooled students have an on-campus interview to discuss their academic preparation for college-level work.

Transfer from Other Colleges

The College is interested in well-qualified, highly motivated students who wish to transfer to Hamilton from other institutions. Because of the College's graduation and residency requirements, no student can transfer more than two years' academic credit from another institution. (See also "Evaluation of Credit for Transfer Students" under "Academic Regulations.")

Transfer candidates must submit official records of all college work accompanied by two letters of recommendation, one of which must be from the dean or academic advisor at the institution most recently attended. The deadline for fall transfer applications is April 15; admission decisions are mailed by early June. The deadline for spring transfer applications is November 15; admission decisions are mailed by January 1. Financial aid for transfer students is available but limited.

Bridge Program

In order to be of service to the community, Hamilton will admit highly qualified high school students (usually seniors) to take courses to supplement their academic programs. To be considered for admission, a student must have exhausted his/her high school curriculum in a given area or have a compelling reason for beginning a new course of study in a subject not offered by his/her high school. The Bridge Program supplements high school offerings; it does not replace or substitute for them.

A student may take no more than one course per semester through the Bridge Program and no more than two in total. Bridge students will be allowed to register for a second class only after completing a first course with a grade of B or better, and their grades from Hamilton courses will be reported on their high school transcripts.

All interested students must apply through the Admission Office and, if accepted, must get permission from the department chair to take the course. A score of 5 on the AP Calculus exam is required for admission to the program to take Calculus 2 or any more advanced math course.

Application deadlines for the program are June 15 for the Fall semester and November 1 for the Spring semester.

Hamilton Horizons Program

Convinced that education is a continuing process, Hamilton invites qualified men and women who have been away from formal collegiate education for two years or more to return via the Hamilton Horizons Program. Interested candidates are asked to meet with the director of the program.

The Hamilton Horizons Program provides older students with the same educational opportunities offered to regular undergraduates. The program offers no distinct courses for adults, no evening or weekend courses and no adjunct faculty. Instead, students in this program are incorporated into the mainstream of the College's academic life.

To earn a degree at Hamilton, students in the Hamilton Horizons Program must satisfy all the requirements stated in the *College Catalogue*, except the requirement in physical education, the requirements governing minimum and maximum course loads, the requirements governing residence on campus and the requirement that the degree be completed within seven years following matriculation.

Applicants are initially accepted as part-time students in the program, which in itself offers no degree. After two semesters, each student has the option of applying to the College as a candidate for the baccalaureate degree. Hamilton Horizons students may take courses for credit or audit them without formal matriculation. The deadline for fall Horizons applications is May 1; the deadline for spring Horizons applications is November 1.

Tuition and Fees

A college education of the kind offered at Hamilton is necessarily expensive — so expensive that tuition represents only 65 percent of the actual cost of a student's education. For the remainder, the College relies upon its endowment and the various gifts and grants made by alumni, friends and foundations. Even though the individual expense is thus substantially reduced, approximately half of all students at Hamilton still need some form of financial aid. If deemed eligible, they can benefit from scholarship funds, employment opportunities and loans established to defray further the high cost of education. For detailed information, refer to the "Financial Aid" section of this Catalogue.

Charges for a year at Hamilton, including tuition and fees, room and board, total \$46,210. Beyond this, a student will need an additional \$1,200 to cover the cost of books and supplies, plus approximately \$300 for other expenses. The actual amount required will depend in part upon the distance between home and the College.

College Fees

Application Fee—A non-refundable fee of \$50 must accompany each application for admission. This fee is waived if the application is submitted electronically.

Registration Deposit—A non-refundable deposit of \$500 is required from each candidate offered admission. This sum, due by May 1, will be applied toward the first bill of the academic year.

Guarantee Deposit—An initial guarantee deposit of \$100 is required from each regularly enrolled student upon entering the College. This deposit will be held to ensure final payment of minor bills. Any balance will be returned after the student leaves the College.

Transcript Fee—New students to the College are required to pay a non-refundable one-time transcript fee of \$25 as part of their first term bill. This will entitle the student to an unlimited number of transcripts in the future.

Tuition and Other Charges for 2007-08—

Tuition and Fees	per year	\$36,860*
Room (in College residence halls)	per year	5,100
Board (in College dining halls)	per year	4,250

* includes \$360 activities fee

The charge for tuition and fees listed above does not apply to the occasional special student permitted by the faculty to carry fewer than the three courses required for a full-time program. Partial tuition for such students is by course load, at a rate of \$4,563 per course.

Overelection Fee—Four years' tuition entitles the student to 37 courses—several more than are required for graduation—taken at any time during the undergraduate program. Students who enroll in more than the allotted 37 courses (exclusive of Music 125, 126, 141, 142, 225, 226, 241, 242 and 326) pay an overelection fee of \$4,348 per additional course.

Room and Board—The College asks that all students live in a College residence hall; exceptions to this policy may be granted by the Office of the Dean of Students. College rooms are furnished with a bed and mattress, desk, chair and dresser for each occupant.

All students, however, will participate in the seven-meal plan as a minimum. All first- and second-year students will participate in the 21-meal plan. Juniors and seniors

can choose to participate in either the seven-, 14- or 21-meal plan; and certain housing accommodations will provide for participation in the seven-meal plan only. Those permitted to provide their own board will be assessed a service charge of \$275 per year for this privilege to cover the College's cost of maintaining cooking facilities in the residence halls.

Continuation Deposit—A continuation deposit of \$400, deductible from the fall tuition bill, is required of all students who intend to return to Hamilton for the coming academic year. This deposit will be billed to the student's account on January 15, to be paid on or before March 1. Students may not preregister or participate in the housing lottery until the deposit is paid. It is nonrefundable after May 1.

Student Activities Fee—At the request of the Student Assembly, a student activities fee of \$180 per student per semester is charged to support student-sponsored programming.

Medical Services—Professional care and treatments provided by the College Health Center are free. A fee may be incurred for medications and diagnostic tests.

Group Accident Insurance—Accident insurance is extended without separate charge to all regularly enrolled students for the academic year. However, this is excess insurance over any other collectible insurance covering the student as a dependent. This coverage provides a basic accident medical expense benefit with an aggregate maximum of \$1,000 per injury.

Coverage under the plan is available for losses caused by accident only, both on and off campus, but the accident must occur during the academic year. There is no coverage during the summer break. Treatment must commence within 180 days of the accident, and all bills for charges accumulated during a given treatment must be presented within two years of the incident.

Accident insurance is also provided for intercollegiate sports. This is excess coverage only. It applies after any other collectible insurance covering the student. Club and intramural sports are not covered under this plan and fall under the group accident insurance plan.

Health Insurance—Hamilton College requires that all students have some form of health insurance coverage. For students who are not covered under a parent's policy, or students who would like additional coverage, Hamilton offers a limited benefits health insurance plan. Coverage under this policy is voluntary. However, if proof of other comparable health insurance coverage has not been provided to the Health Center, students will be automatically enrolled in and billed for this plan. An outline of the plan and premium information may be obtained from the Health Center at 315-859-4112.

Other than the provisions of the Medical Service and Group Accident and Health Insurance programs described above, the College assumes no responsibility for medical or health services to its students.

Music Fees—Private vocal and instrumental instruction is available during the fall and spring semesters. The student may choose between two alternatives: 11 weekly half-hour lessons for \$275, or 11 weekly hour lessons for \$550. A student receiving a college scholarship as part of his or her financial aid package is eligible for assistance in meeting the cost of private music instruction. Generally one-half the cost will be covered by an increase in the scholarship, with the remainder covered either by the student and his or her family or through a supplemental loan. Eligible students must contact the Office of Financial Aid.

Off-Campus Programs Abroad Fee—Students may study for a semester or more through approved foreign study programs at other colleges and universities. A fee of

\$1,600 is charged for each semester a student is abroad. This fee is in addition to the tuition charged by the off-campus program.

Charges for Damage—The College attempts to minimize property damage by prorating among the student body the cost of any such damage for which the responsible party cannot be identified. The cost of individual residence hall damage for which no responsible party can be found is prorated among the residents of each building. A bill for this prorated charge is sent to each student at the end of each semester.

Payment of Bills—One-half the annual charges is billed in July and the other half in December. Both are mailed to the student's home address for payment in August and January, respectively. If payment is not received by the due date, a late payment fee of \$100 is assessed. An additional late fee of \$200 will be assessed if the amount due for the semester is not paid by October 1 for the fall semester and March 1 for the spring semester. During the academic year, all other bills are also mailed to the student's home address and are due by the last day of the month.

Numerous lending organizations and banks offer plans for financing tuition and fees. Such plans allow for payment periods of up to 120 months. The Office of Financial Aid has a list of such organizations.

Any student whose bill is not paid as provided herein may be prevented from registering or preregistering and excluded from classes. In addition, any student whose bill is unpaid may be denied access to residence and/or dining halls. No student whose College bills are unpaid may receive a degree or honorable dismissal, have grades recorded or obtain a transcript.

All students are held personally responsible for any unpaid balance on the tuition account, regardless of any allowances, awards or financial aid. It is also the student's obligation to pay attorneys' fees or other charges necessary to facilitate the collection of amounts not paid.

All refunds to a student withdrawing from the College are based on the date on which the student, parent or guardian notified the dean of students of withdrawal. The College policy on the refund of payments to students who withdraw voluntarily or due to illness, or who are dismissed during any semester, is stated below. No other refunds are possible.

Tuition, board and fees are refunded as follows:

1) Withdrawal or dismissal during the first week	80%
2) Withdrawal or dismissal during the second week	70%
3) Withdrawal or dismissal during the third week	60%
4) Withdrawal or dismissal during the fourth week	50%
5) Withdrawal or dismissal during the fifth week	40%
6) Withdrawal or dismissal during the sixth week	30%
7) Withdrawal or dismissal during the seventh week	20%
8) Withdrawal or dismissal during the eighth week	10%
9) After eight weeks:	no refund

Room charges will not be refunded if a student withdraws after the start of classes.

Students who think that any fee or refund has been incorrectly computed may appeal to the controller.

Financial Aid

For students unable to finance their education at Hamilton independently, the College furnishes scholarships, part-time employment and long-term loans. Such financial assistance adds breadth to the student body and attracts individuals of diverse interests and backgrounds.

U.S. citizens and permanent residents need to submit the Free Application for Federal Student Aid (FAFSA), the Hamilton College Financial Aid Application and U.S. income tax forms. First-time applicants must also complete the College Scholarship Service (CSS) PROFILE form. Additional requirements may include New York State tax forms, non-custodial profile and/or a business/farm supplement. International students must submit the International Student Financial Aid Application and the Certification of Finances.

Applicants seeking Early Decision should file a PROFILE before November 15. The Free Application for Federal Student Aid (FAFSA), which cannot be submitted until after January 1, should be filed no later than February 8. Late filers will be at a disadvantage in consideration for institutional funds. All relevant forms can be accessed from our Web site at www.hamilton.edu/admission/tuition.

An application for financial aid cannot be considered until the candidate has also applied for admission to the College. The decision to admit an applicant is normally made without regard to the need for financial aid. Consequently, admission in no way guarantees the granting of such aid. Aid is normally awarded for an academic year and credited to College bills, but may be adjusted at any time if circumstances warrant. Awards are reevaluated each year; therefore, in the spring of each year, students who wish to be considered for the renewal of an award must again file application materials with the Office of Financial Aid.

The amount of financial aid for which a candidate is eligible is established through consideration of income, assets, family size, number of family members in college and other circumstances that may affect a family's ability to contribute toward education costs.

Types of Aid

A Hamilton student with financial need may benefit from one or several types of assistance: Hamilton College scholarships, loans or jobs; New York State and federal scholarships, grants and loans; and various non-college awards made directly to the individual by private organizations.

Over the years, the College has developed a strong and far-reaching program of scholarship aid. Hamilton College scholarships are supported by endowed funds established through the generosity of alumni and friends, by annual grants and by the College's operating budget.

General Scholarships—Applicants for financial aid may be eligible for need-based scholarships. Grants of this sort are supported by the income from more than 300 endowed scholarship funds, from annual grants and by the general funds of the College. Awards, depending upon need, range from several hundred dollars to full cost of attendance.

Special Scholarships—To be eligible for these scholarships, a student must have already demonstrated financial need and must meet certain requirements or restrictions set by the donor or the College. For example, Hamilton maintains scholarships for residents of certain geographic areas, for foreign students and for students with special talents in various fields.

Many scholarships are available to matriculating students; others are restricted on the basis of a student's class year. (For details, see "Appendix.") Generally, these scholarships are not additive, but replace a general scholarship.

Prize Scholarships—Prize scholarships are awarded to students who have completed at least one year at Hamilton and demonstrated some achievement while enrolled (e.g., excellence in coursework or campus citizenship).

Because the recipients of prize scholarships must usually be eligible for need-based financial aid, most prize scholars will already be recipients of undesignated scholarships from the College. In bestowing a prize scholarship, Hamilton seeks to honor the recipient by substituting a named or designated scholarship for an undesignated scholarship.

College Loans—*The Barrett-Schweitzer Loan Fund* was established in 1992 in honor of Edwin B. Barrett, Professor Emeritus of English and Drama, and Albert Schweitzer, the eminent humanitarian. It provides loans not exceeding \$2,000 at interest rates of 4 percent per annum to students who have demonstrated academic excellence and are in need of additional financial support.

The Frank Burgess Memorial Fund was established in 1969 under the will of Frank Burgess. Income from the fund is loaned to deserving students in need of financial assistance. According to the terms of the will, before loans are granted, students must agree to begin repayment within two years after graduation or on entering their "life work," and to complete repayment within five years after graduation or on entering their "life work," with interest at 5 percent per annum to begin at graduation or on entering their "life work."

The Joseph Drown Loan Fund was established in 1983 in memory of Joseph Drown, a friend of the College. Loans are available to deserving students at an interest rate 2 percent below the Federal Stafford Loan Program rate. No interest is incurred during in-school periods, and repayment does not begin until after graduation. Candidates from the western part of the United States receive priority consideration.

The Marshall L. Marquardt Loan Fund was established in 1980 under the will of Mary Sloane Marquardt in memory of her husband, Class of 1933. Loans are available to deserving senior-year students, and are repayable at an interest rate of 3 percent within three years after graduation. The interest accrues from the time the student leaves the College.

The Theodore M. Pomeroy Loan Fund was established in 1916 to assist worthy students. Loans granted to seniors are repayable within three years of graduation (interest at 3 percent computed from the time the student leaves college), and by other students before returning to college the following fall with interest at 3 percent charged from the time the loan is made.

The Gregory H. Rosenblum Loan Fund was established in 1989 by Miriam Friedman, daughter of Mr. Rosenblum, Class of 1892, and her family in appreciation for the financial aid he received at the College. Students who demonstrate need in emergency situations may borrow up to \$250 in interest-free short-term loans in any one academic year, with repayment to be made within one year of the date that the loan is secured.

The Henry B. Sanson Loan Fund was established in 1978 by Mr. Sanson, Class of 1940. Loans are available to students who demonstrate need. Preference is given to students from Connecticut, or those from other New England states if none from Connecticut qualify. Interest at 5 percent is charged on the loans, which are repayable within 10 years of graduation.

The Elmer C. Sherman Loan Fund was established under the will of Ida M. Sherman in memory of her husband, Class of 1882. Loans are available to juniors and seniors who demonstrate need and have maintained high scholastic rank during their previous years at Hamilton. No interest is charged, and the entire loan must be repaid within three years after graduation.

Student Employment—The Federal Work-Study Program and Hamilton’s Work-Scholarship Program provide student employment as part of the financial aid plan. Other employment possibilities exist on campus and in the local community.

Federal and State Scholarships and Grants—A detailed listing of the federal and state financial aid programs available to Hamilton students can be found in the “Appendix.”

Campus Buildings and Facilities

In all, Hamilton owns more than 1,300 acres of woodlands, open fields and glens overlooking the Oriskany and Mohawk Valleys of Central New York. Included within the grounds are numerous hiking and cross-country ski trails and many unusual varieties of trees and plants. The Hamilton campus was designated as an arboretum in 2004, and the Root Glen, a gift of Mrs. Edward W. Root in 1971, is remembered by all who have strolled its shale paths.

Afro-Latin Cultural Center

Founded in 1969, the Afro-Latin Cultural Center provides a place of sodality for Black and Latin students. Open to and used by the entire community, the center sponsors discussions, lectures, art shows and similar educational, cultural and social events.

Anderson-Connell Alumni Center

Originally an inn called Lee's Tavern and the home of the Root family, the Alumni Center is one of the oldest buildings on the Hill. Renovated in 1986 and 2002, it is named in honor of Molly and Joseph F. Anderson, Class of 1944, and in memory of Clancy D. Connell, Class of 1912. It houses Communications and Development.

Athletic Center

The Athletic Center provides Hamilton with some of the finest and most modern indoor sports facilities of any small college in the nation. Components of the complex include the following: the Margaret Bundy Scott Field House, completed in 1978 and expanded in 2006 with the addition of the Little Squash Center; the Russell Sage Hockey Rink, one of the first indoor structures of its kind to be built on a college campus, renovated in 1993; the Alumni Gymnasium, dedicated in 1940 and renovated in 1978; the William M. Bristol, Jr. Swimming Pool, dedicated in 1988; and the Charlean and Wayland Blood Fitness and Dance Center, opened in 2006. For more information, see "Athletic Programs and Facilities."

Azel Backus House

The only building still extant from the Hamilton-Oneida Academy, it was constructed as a boarding house for the academy's students. In 1812 it became the home of Azel Backus, the first president of the College. Since 1958 the house has contained faculty and staff apartments and has also served as a meeting place for various campus and alumni groups. In 1984 it was renovated to include faculty dining rooms.

Beinecke Student Activities Village

The Student Activities Village was constructed in 1993 and named for Walter Beinecke, Jr., former chairman of the board of trustees of Kirkland College and a life trustee of Hamilton. The bright yellow buildings link the north and south sides of the campus via Martin's Way, a red-brick path named in honor of J. Martin Caravano, Hamilton's 16th president. The village contains the Mail Center, the Howard Diner and the Fillius Events Barn, as well as lounges where students and faculty members meet informally outside of the classroom.

Benedict Hall

The gift of Henry Harper Benedict, Class of 1869 and one of the pioneers in the manufacturing and marketing of the typewriter, Benedict Hall, which was erected in 1897, houses faculty offices and classrooms.

Bristol Center

Constructed in 1965, the William McLaren Bristol Center is named for the co-founder of Bristol-Myers Co., a member of the Class of 1882. Facilities include the WHCL radio studios, student media offices, the College Store, a laundromat, lounges, meeting rooms, offices for student organizations and 12 guest rooms.

Buttrick Hall

Originally built in 1812 as the student dining hall, Buttrick Hall is as old as the College itself. In 1834 it became the home of Horatio Buttrick, then superintendent of the Buildings and Grounds Department as well as registrar. Through Oren Root's marriage to a daughter of Horatio Buttrick, the building became the birthplace of Elihu Root, U.S. secretary of state and recipient of the Nobel Peace Prize. It has served as Hamilton's administrative headquarters since 1926.

Career Center

Located in a former private residence that was specifically redesigned and renovated for its new purpose in 1986, the Maurice Horowitch Career Center has a recruiting room and two reading rooms containing reference materials. It also comprises offices for counselors who provide assistance to students in developing their post-graduate plans.

The Chapel

Designed by architect Philip Hooker and completed in 1827, the Chapel is thought to be the only remaining example of an early three-story church in America. Restored in 1949 as a World War II memorial, it is the most notable landmark on the Hill and the center of the religious life of the College. It is frequently used for public lectures, concerts and assemblies. The third floor of the Chapel was renovated in 1999 and provides office and meeting space for campus chaplaincy and Oral Communication.

Couper Hall

Constructed in 1889 and rededicated in 1992 in honor and memory of Edgar W. Couper, Class of 1920 and former chancellor of the University of the State of New York, Couper Hall was originally the College YMCA building. It contains classrooms and offices of the Classics Department as well as the Women's Studies Program.

Dining Halls

Hamilton has two dining halls: the recently renovated Soper Commons, the gift of Alexander Soper, Class of 1867, and his brothers Arthur and James; and McEwen Dining Hall.

Glen House

Formerly a private residence, the Glen House was refurbished in 2006 as headquarters for the Hamilton Outdoor Leadership Center. It contains equipment rooms for the Bike Co-op, Ski Club and Outing Club, among others, as well as student meeting and social space.

Health Center

The Thomas Brown Rudd Health Center, named for the College's 13th president, was completed in 1959, and an addition was constructed in 1972. The building houses the

Student Health Services and contains fully equipped examination and treatment rooms. The center also houses the College's Counseling and Psychological Services.

Christian A. Johnson Hall

The former College library (1914-1972) was renovated and rededicated as Christian A. Johnson Hall in 1982. It houses the Emerson Gallery (comprising formal art exhibition and workshop areas), the language and speech laboratory and the College's media library. It also contains classrooms and faculty offices for the Critical Languages program, the departments of Computer Science, East Asian Languages and Literatures, French, German and Russian Languages, Hispanic Studies and Mathematics as well as the Quantitative Literacy Center.

Kirkland Cottage

The oldest building on campus, Kirkland Cottage was constructed in 1792 as the home of Samuel Kirkland, the founder of Hamilton College. In 1925 it was moved from the foot of College Hill to its present site and later restored. The cottage is used by the senior honorary society, Pentagon, for its meetings, and for the matriculation of the first-year class.

Kirner-Johnson Buildings

Currently undergoing an extensive renovation and expansion, these connected buildings house departments in the social sciences as well as the Arthur Levitt Public Affairs Center, the Nesbitt-Johnston Writing Center and the Oral Communications Center. Constructed in 1968 for Kirkland College, Kirner Building, named in honor of Juvanta H. and Walter R. Kirner, and the adjacent Johnson Building, named for Virgil E. Johnson, will feature large, flexible classrooms and common areas, and the latest technology. Construction is scheduled for completion in 2009.

The Library

Construction of the Daniel Burke Library was completed in 1972. Named for a member of the Class of 1893 who was for many years chairman of the board of trustees, this facility provides Hamilton with one of the finest small college libraries in the nation. The library is also home to the Multimedia Presentation Center, a state-of-the-art computer and media facility, which opened in 2002.

List Art Center

The Vera G. and Albert A. List Art Center, a multipurpose building for the visual and performing arts, has studios and workshops for ceramics, graphics, sculpture, metals, painting and photography; a rehearsal hall, teaching studios, an electronic studio and practice rooms for music; a dance studio; exhibition areas; projection and recording facilities; classrooms; and offices for the departments of Art, Dance and Theatre.

Little Pub

Located adjacent to the Beinecke Student Activities Village, The Little Pub opened in the spring of 1996. The restored horse stable/carriage barn contains a game room, bar, dance floor, fireplace room and other spaces for informal social gatherings.

McEwen Hall

Named for Robert Ward McEwen, 14th president of Hamilton College, McEwen Hall houses dining facilities, the Café Opus coffeehouse, a cinema lab, classrooms, music practice rooms and offices for faculty members.

Minor Theater

Originally Hamilton's first library (1872-1914) and later the College infirmary, it was converted to a theatre in 1962 through the generosity of Clark H. Minor, Class of 1902 and a former chairman of the board of trustees. It is now used for student productions and College-sponsored work in drama.

The Observatory

Made possible through a gift from Elihu Root III, Class of 1936, the Observatory houses an 11¼" Maksutov telescope. Several smaller telescopes are also in use. In 1977, a building was constructed next to the observatory to provide work space for students enrolled in astronomy courses. This structure is heated by solar energy and is designed to permit experiments in this field. The observatory is off College Hill Road on Peters Lane, a quarter-mile from the campus.

Residence Halls

Hamilton believes the opportunities for educational and personal growth are best served when all students are in residence together. Toward that end, 95 percent of our students live in the 25 residence halls on campus, and first-year students are housed in clusters in nine of those halls. As students grow and develop at the College, they have an opportunity to live more independently in small houses and apartments.

Resident advisors live in each hall, with an average ratio of one resident advisor for every 30 students. Working closely with the Office of Residential Life, resident advisors are responsible for advising students in their areas, developing educational and social programs, limit-setting and administrative responsibilities within their buildings.

The College tries to provide its students with as many different housing options as possible. For example, even though all residence halls are coeducational, some floors are single-sex while others are coed. Dunham, Kirkland and North contain rooms ranging from singles to quads, and Carnegie and South contain doubles and quads. All offer lounges, recreation areas and kitchenettes. Babbitt and Milbank residence halls comprise six-person suites with kitchens and lounges. Keehn, Major, McIntosh, Minor and Root contain singles and doubles, kitchenettes and large lounges. The Bundy residence quadrangle consists of large singles and doubles. Floors in Major are designated as "quiet halls," where students abide by a 24-hour-a-day quiet policy. In addition, Root, Kirkland and 3 College Hill Road are designated as "substance free" halls. All residence halls are smoke-free.

Other housing options for primarily juniors and seniors include the Griffin Road and Farmhouse apartments, Wallace Johnson House, Saunders House, Rogers Estate, Ferguson House, Carnegie, Woollcott House, Eells House, and 3994 and 4002 Campus Road.

Root Hall

Given in 1897 by the distinguished American statesman Elihu Root, Class of 1864, in memory of his father, Oren, professor of mathematics, the building was originally the Hall of Science. It now houses classrooms and faculty offices for the departments of Comparative Literature, English and Communication.

Elihu Root House

Built in 1817 for Theodore Strong, Hamilton's first professor of mathematics, the structure has served as the home of presidents, as well as faculty members of the College. The house was extensively remodeled after being purchased by Elihu Root as a summer home in 1893, and was occupied after 1937 by his daughter, Edith Root Grant, and her husband, Ulysses S. Grant III, grandson of the president. A National Historic Landmark,

it was acquired by the College in 1979 and houses offices for the registrar, dean of students and some faculty members.

Molly Root House

Designed in 1915 by the renowned architectural firm of McKim, Mead and White, the Colonial Revival building was commissioned by Elihu Root, Class of 1864, as a wedding gift for his son, Elihu Jr., Class of 1903. Beginning in the 1950s, the home was occupied by Elihu Jr.'s son, Elihu III, Class of 1936, and his wife, Molly Bidwell Root. In 2006 the building was dedicated as the headquarters for the Art History Department.

Schambach Center

Completed in 1988, the Hans H. Schambach Center for Music and the Performing Arts houses the Music Department, its classrooms, studios, practice rooms and library. The center also contains the 700-seat Carol Woodhouse Wellin Performance Hall, an appropriate setting for the talents of student artists as well as internationally recognized artists in music and dance who regularly visit Hamilton.

Science Center

The Science Center, the largest building project in the College's history, was completed in 2005 and houses offices and laboratories for Archaeology, Biology, Chemistry, Geosciences, Physics and Psychology. The complex contains a tri-climate greenhouse, auditorium, coffeehouse and more than 100 teaching and research laboratories. Students and professors are supported in their research by a 500 Mhz nuclear magnetic resonance (NMR) spectrometer, scanning and transmission electron microscopes, and an X-ray diffractometer and fluorescence spectrometer. The chemistry supercomputer, biology laboratory for bioinformatics research, psychology statistics laboratory, general computing classroom and wireless computer connectivity provide state-of-the-art computing facilities. The Science Center's expansive atrium boasts several environmentally friendly features including a temperature control system that involves geothermal loops and displacement ventilation.

Siuda House

Built in 1917, the Siuda House is home to the offices of Admission and Financial Aid. The building, which originally served as the Sigma Phi fraternity house, was rededicated in 2007 in honor of Joy and Chet '70 Siuda, a College trustee.

Philip Spencer House

Renovated in 2002, the former Chi Psi fraternity house was renamed the Philip Spencer House in honor of the fraternity's founder. It now houses the Business and Human Resources offices.

The Tolles Pavilion

Built in 2000, the Tolles Pavilion was dedicated in 2007 in memory of Patricia and Winton '28 Tolles, a longtime dean of the College. The large multipurpose facility is equipped with satellite television, a data projector, a 16-foot screen, dressing rooms and state-of-the-art sound components. Home to student theatre performances, concerts, comedy shows and banquets, the Tolles Pavilion serves a variety of programming needs.

Student Life

The Division of Student Life focuses on the total development of the student, in particular the quality of learning that takes place outside of the formal classroom setting. Hamilton recognizes that students grow intellectually and socially while participating as active members of a residential community. The College therefore has a responsibility to integrate the goals of a liberal arts education into its residential programs. Students are challenged to understand values and lifestyles different from their own, to relate meaningfully with one another, to develop the capacity to appreciate cultural and aesthetic differences, and to accept responsibility for their choices and the consequences of their actions.

Student Services

Emphasis within the various student services is placed on both challenging and supporting students as they strive to achieve their potential. The dean of students oversees the Division of Student Life, which includes the following areas:

Dean of Students Office—A number of services are offered through the Dean of Students Office, which is located in the Elihu Root House.

Academic Services—The associate dean of students for academic affairs provides support for Hamilton's program of academic advising of first- and second-year students, administers academic regulations and serves as the dean of students' designee for matters brought to the Honor Court. The associate dean coordinates the work of the faculty Committee on Academic Standing.

Diversity and Accessibility—The associate dean of students for diversity and accessibility provides leadership for the development of educational, cultural and social programs that enhance intercultural understanding and foster a campus climate that celebrates and respects the uniqueness of all its members. The associate dean serves as an advocate for students from diverse racial, cultural and ethnic backgrounds, sexual orientations and abilities, and works cooperatively with others on campus to build and strengthen support networks and to increase and retain representation of historically underrepresented groups.

The associate dean also coordinates individualized accommodations and support services for students with documented disabilities and serves as the ADA consultant for the College. Students seeking special arrangements due to a disability should provide the associate dean with a recent evaluation conducted by a specialist in the appropriate field. It should include a diagnosis of a disabling condition, information regarding onset, longevity and severity of symptoms; information on how the disability and/or related medications and treatments interfere with or limit any major life activity, including participation in the courses, programs and activities of the College; and recommended accommodations.

Using this information, in consultation with the student, his or her professors and, if necessary, other qualified experts, the associate dean will help the student to develop a system of support services that are appropriate to the student's needs. Requests for special arrangements should be made well in advance of the time they will be needed. Questions about services may be directed to the Dean of Students Office at 315-859-4012.

Judicial Affairs—The assistant dean of students for student conduct is responsible for determining the appropriate mechanism for adjudicating alleged violations of

College regulations and generally providing oversight and coordination of the judicial process. Any member of the Hamilton community may bring complaints against a student or a group of students to the attention of the dean of students, Office of Campus Safety, Office of Residential Life, the assistant dean of students for student conduct or the chair of the Judicial Board.

Study Abroad—The associate dean of students for off-campus/international study works with students who are exploring options for study at foreign or other domestic institutions or programs, researches viable study abroad programs for Hamilton's preferred list, advises students on pre- and post-study away issues, including credit transfer, and coordinates all related campus programming. The dean also advises the Committee on Academic Standing regarding issues related to study abroad and study away.

International Student Services—The associate dean of students for off-campus/international study provides support for international students, including orientation, host family assignments and advising on immigration regulations and concerns.

Campus Safety—The Department of Campus Safety strives to provide a reasonably secure and safe environment for all who work and study at the College. Campus safety is dependent upon the cooperation and active participation of all members of the community in reducing crime and creating a safe environment. All Campus Safety officers are trained in College policy enforcement, fire and crime prevention, basic first aid and CPR. They respond to a variety of requests for assistance typically associated with the college environment. In addition, the Campus Safety director serves as a liaison with both local and state law enforcement and fire protection agencies. Campus Safety provides information to members of the community on a variety of personal safety issues through educational programs and publications.

The Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the U.S. Department of Education. Contact the Department of Campus Safety (315-859-4141) to request a copy of the Hamilton crime statistics, which are also available on the College Web site at www.hamilton.edu/college/safety. Information may also be obtained from the U.S. Department of Education Web site at <http://ope.ed.gov/security>.

Career Center—Career decision-making represents one of the most important developmental tasks for most students at Hamilton. The decision to begin graduate or professional study or to enter the world of work involves a complex challenge to the student's intellectual, emotional and social growth. Career Center programming and services are designed to assist students in identifying their own achievements, values, skills and interests; to help them to understand and appreciate the diversity of the world of work; to aid in acquiring the skills necessary to enter that work world; and to manage their careers over their entire life spans.

Chaplaincy—The chaplaincy addresses "the culture of the heart," drawing students and other members of the community into the conversation around life's great questions: "Where did we come from? Why are we here? Where are we going?" At the center of the chaplaincy is the Chapel Board, composed of the three Hamilton chaplains (Protestant, Catholic and Jewish) and representatives from religious communities on campus. Currently Chapel Board is made up of the following groups: Christian Fellowship, Community Church (Protestant), Gospel Choir, Hillel (Jewish), Islamic Association, Newman Community (Catholic), Orthodox Christian Group, Sitting Group (Zen Buddhist and other meditative traditions) and representatives of other faith traditions on campus. Chapel Board helps the chaplaincy move toward three goals: 1) promote awareness of religious life on campus, 2) provide support and encouragement to religious

groups and traditions who make up Chapel Board and 3) offer opportunities for multi-faith experiences.

The chaplaincy exists to encourage all forms of religious life and community which find expression at Hamilton College, including worship services, religious music, observance of holy days, experiences of prayer and spirituality and discussion or speaker events on religious or ethical topics. Chaplains are available for counseling with all members of the Hamilton community.

The chaplaincy also supports volunteering for community service. This happens within various religious communities but also in a concentrated way through HAVOC (Hamilton Action Volunteer Outreach Coalition). This student-run organization, advised by the chaplaincy, offers about 20 weekly service projects, including Habitat for Humanity, Best Buddies, Big Brother/Big Sister, Literacy Volunteers of America, working with the elderly, AIDS Community Resources, the Rescue Mission soup kitchen and half a dozen tutoring opportunities. HAVOC also offers service trips over spring break and monthly campus-wide projects to raise funds and awareness for social justice/community service issues.

Counseling and Psychological Services—Students experience developmental and psychological growth as well as difficult situations during their college years. Confidential discussions with counselors can be helpful in the process of making decisions, solving or managing problems, adjusting to a new environment or learning more deeply about oneself. Counseling sessions are intended to result in a more thorough understanding of issues and problems and a clear conceptualization of future actions. The professional staff of three consists of psychologists and counselors who specialize in the concerns of college students. All services are strictly confidential and free of charge to Hamilton students. The office is located on the second floor of the Thomas Brown Rudd Health Center, accessible via the north entrance. Appointments are available during the week between 8:30 a.m.-4:30 p.m. If the need is urgent, arrangements will be made after hours.

Health Services—The personnel and programs of the Thomas Brown Rudd Health Center are dedicated to encouraging and maintaining the well-being and safety of students. The delivery of direct patient care values respect for the individual. Assessment and treatment of illness, consultation, referral and emergency care are provided. Healthy choices and behaviors are promoted through education on issues and lifestyles specific to the college-age population.

The clinic is open weekdays 8:30 a.m.-4:30 p.m. (Wednesdays 10 a.m.- 4:30 p.m.) when the College is in session. After-hours emergency care is provided through contacts with local urgent care and emergency departments. A trained student Emergency Medical Team is on call to respond to accidents, acute on-site illnesses and injuries.

The service is free. Charges may be incurred for laboratory tests, x-rays and medications.

Outdoor Leadership—Based in the Glen House, the Hamilton Outdoor Leadership Center offers experiential education, leadership training and outdoor adventures to students and the community. Functioning out of the center, the Hamilton Outing Club offers trips and equipment rental, as well as training for future outdoor adventure leaders. The Adventure Program uses the Mark Cox Memorial Challenge Course to develop leadership and group skills to on- and off-campus groups. The Bruce Climbing Wall offers instructional and recreational indoor climbing. Adirondack Adventure is the College's nationally acclaimed wilderness pre-orientation program supervised by the director of the Outdoor Leadership Center.

Residential Life—The Office of Residential Life strives to promote and maintain a residential community conducive to intellectual and personal growth, where students can

sleep, study and share ideas with peers whose culture, lifestyle and opinions may be different from their own.

The professional staff in residential life includes the director and three live-in area directors who are responsible for the management of the 25 residential facilities and the supervision of the paraprofessional staff members who live and work within them.

The paraprofessional staff includes 60 resident advisors, upperclass students who are trained as counselors, limit-setters, program developers and resource persons, who provide valuable leadership within the residential community.

Student Activities—There are numerous opportunities for student development, involvement and leadership in co-curricular activities at Hamilton. Altogether, there are more than 100 clubs and organizations, and students can choose to become involved in community service, cultural, musical, athletic, social, recreational or religious activities, or co-curricular activities related to an academic interest. A campus life open house is held at the beginning of the fall semester to introduce students to the variety of options available to them.

The Student Activities Office advises student organizations, including private societies, and supervises the Beinecke Student Activities Village, the Bristol Center and Emerson Hall. The student technical crew, the Jitney service, new student orientation and the student event staff are also coordinated through the Student Activities Office. Facilities in the Bristol Center include the College Store, radio station WHCL-88.7 FM, student organization offices, meeting and conference rooms, and 12 guest rooms. The Beinecke Village includes the Howard Diner, the Fillius Events Barn, the multipurpose Tolles Pavilion, the Mail Center, an automatic teller machine (ATM) and a variety of lounges.

The Campus Activities Board (CAB). A student-run organization, CAB is responsible for the programming of professional quality entertainment on campus. Each semester CAB brings a variety of premium events to Hamilton, including comedians, bands, novelty acts and acoustic coffeehouse performers.

The Student Assembly. The functions of student government at Hamilton are vested in the Student Assembly. The Student Assembly is composed of three branches: the coordinating branch (Central Council); the judicial branch (Honor Court and Judicial Board); and the executive branch (Executive Committee). The Student Assembly Funding Committee allocates funds to more than 70 student organizations.

Student Clubs and Organizations. Descriptions of a sampling of student organizations follow. A complete listing of student organizations, is available at www.hamilton.edu/organizations.

The Black Student Union was founded by students in 1968 to broaden the awareness and appreciation of Black cultures. La Vanguardia was established in 1984 to complement the growing diversity within the Latino community. The Asian Cultural Society was established in 1987 to promote Asian culture, further enriching the multicultural life of the community.

Departmental clubs provide common ground for students interested in a particular field of study. The clubs sponsor discussions, lectures, presentations of papers and similar events. Such groups are sponsored by the French, Geosciences, German and Russian Languages, Hispanic Studies and Philosophy departments.

The International Student Association is composed of international and U.S. students and regularly sponsors cultural programs and social events.

The Outing Club organizes and conducts hiking and camping trips, winter mountaineering, rock climbing and Nordic skiing. Club membership allows individuals to borrow outdoor equipment including tents, sleeping bags, backpacks, stoves, cook-ware, canoes and cross-country skis.

The Womyn's Community Center was founded in order to provide a focus for the concerns of women at Hamilton. It operates a resource center and sponsors programs open to all members of the College community. The Rainbow Alliance addresses social and political concerns associated with sexual orientation.

There are 10 national fraternities, six local sororities and one national sorority recognized by the College. The fraternities are Alpha Delta Phi, Chi Psi, Delta Kappa Epsilon, Delta Phi, Delta Upsilon, Lambda Upsilon Lambda, Psi Upsilon, Sigma Phi, Tau Kappa Epsilon and Theta Delta Chi. The sororities are Alpha Chi Lambda, Alpha Theta Chi, Gamma Xi, Kappa Delta Omega, Kappa Sigma Alpha, Omega Phi Beta and Phi Beta Chi.

Student Media Board. Consisting of students, faculty members and administrators, but always having a student majority and chair, the Student Media Board oversees all Hamilton student publications. It approves the budget for each publication, elects editors, and reviews and adjudicates editorial problems and disputes. The newspaper, yearbook, literary magazine, several smaller publications, and the radio and television stations are all operated and managed completely by students.

Campus Cultural Life

Art

The Emerson Gallery (located in Christian A. Johnson Hall) offers Hamilton students a lively and diverse program of art exhibitions and related events, including gallery talks, lectures, workshops, performances and films.

The gallery also regularly exhibits works from the permanent collection, which is strong in American works on paper and includes paintings and sculpture, Greek vases, Roman glass and Native American objects. Important collections include works related to Ezra Pound and the Vorticist movement and The Walter Beinecke, Jr. Collection of prints, drawings and paintings of the Lesser Antilles. The permanent collection can be made available for student research and study. Call 315-859-4789 for more information.

Student work opportunities at the Emerson Gallery (there are both paid and volunteer positions available) provide valuable experience for students interested in careers in museum work and arts administration. Call 315-859-4396 for more information.

Dance

The Dance Department produces one major concert in the spring and participates with the Music Department in a concert/performance for Family Weekend in the fall. In addition, the department presents student-choreographed works, usually as part of composition and choreography courses, and as part of the senior projects. For information about dance at Hamilton, call 315-859-4057.

Student-run dance organizations, including the Student Dance Alliance and the Dance Team, offer workshops and occasional performances.

Music

In addition to the professional performing arts series, there are performances by faculty members, students, and student ensembles. The Department of Music sponsors master classes by visiting artists and lectures on music subjects by prominent scholars. The department also runs a program for private study in a variety of instruments and voice. Most instruction on orchestral instruments is offered by members of the Syracuse Symphony. A fee is charged for such instruction, but students receiving financial aid may obtain assistance in meeting the cost. The Music Department also owns several African drum collections as well as a Javanese Gamelan, and it maintains a well-equipped studio for electronic music that surpasses such facilities at many larger colleges and universities.

The Hamilton College Choir continues a long tradition of choral excellence that dates back to its founding in 1867. Its annual spring concert tour has in recent years ranged as far west as Chicago and Milwaukee, as far north as Montreal, and as far south as Atlanta. The Choir has also toured in Europe six times in the last 20 years, most recently to Germany, the Czech Republic, Austria and Poland in 2005. This ensemble of approximately 65 singers also produces a musical or operetta each year. Open to all students by audition during Orientation Week. Full-year participation is required.

The Hamilton College Orchestra, made up of 50 to 60 Hamilton College students and community members, performs in Wellin Hall four times a year. Its repertory includes the masterpieces of the orchestral literature as well as contemporary compositions. The orchestra has recently performed works of Beethoven, Brahms, Dvorák, Tchaikovsky, Copland, Debussy, Mozart, Ravel, Sibelius and Stravinsky, and regularly commissions and premieres new works for orchestra. On occasion an advanced student performer will

be featured as concerto soloist with the orchestra. Open to all students by audition during Orientation Week and the first two days of classes during both Fall and Spring terms.

The College Hill Singers is a chamber vocal ensemble drawn from the College Choir. Its repertoire ranges from Renaissance madrigals to Brahms part-songs to contemporary works.

The Chamber Music Program is an extension of the orchestral program, providing additional opportunities for members of the orchestra to study and perform, as well as giving ensemble experience and training to less advanced students who are not yet ready for orchestra. In addition to formal concerts and more informal appearances on campus, the chamber ensembles perform frequently at churches and charity events in the region. Auditions are held concurrently with orchestra auditions during Orientation week each term.

The Hamilton Jazz Ensemble is a full big band with five saxes, four trombones, four trumpets, and four rhythm section players. The music covers the style periods from the mid 1930s to the present. A seven-piece combo, composed of members from the Jazz Ensemble, performs as well. Auditions are held on Tuesday during the first week of classes each fall.

Hamilton College and Community Oratorio Society, which numbers approximately 135 singers, performs major choral works with orchestra each semester. The society is open to all members of the community without audition. Interested singers may join by attending the first rehearsal of the term.

The Buffers, Special K, Tumbling After, and the Hamiltones are Hamilton's student-run a cappella performance groups. All male, all female, or coeducational, each group draws from varied repertoires ranging from traditional barbershop quartet melodies to contemporary music, and each mixes musical skill with humor to entertain audiences both at Hamilton and on tour. Auditions are held by announcement.

The College also houses a Jazz Archive that includes more than 200 interviews with great jazz artists and several vintage jazz recordings. The Jazz Archive has sponsored residencies by such artists as Milt Hinton, Byron Stripling, Joe Wilder, Clark Terry, Bobby Watson and Jane Ira Bloom.

Other concerts on campus are offered by the Campus Activities Board. The Office of Multicultural Affairs as well as a variety of student organizations also sponsor concerts from time to time.

Theatre

The Theatre Department produces two major theatrical productions each year in historic Minor Theater. In addition, the department regularly produces student-directed shows, usually as part of the senior projects, as well as several class workshop presentations and guest artist workshops. Auditions for departmental productions are open to all students and are held early each semester. Audition notices are posted on campus and on e-mail. Technical and managerial positions are also available. For information about theatre at Hamilton, call 315-859-4057.

The student-run theatrical group *Untitled-at-Large* produces student-directed musicals, plays and one-act productions. Audition notices are posted on campus. There are also two student improvisational theatre groups.

Performing Arts

Hamilton sponsors two professional performing arts series: *Classical Connections* and *Contemporary Voices and Visions*. Last season's performers included Garth Fagan

Dance, performance artist Tim Miller and Ravi Coltrane. The 2007-08 season will include the Syracuse Symphony Orchestra, Metropolitan Opera tenor John Fredric West, performance artist Anna Deveare Smith, and jazz heavyweights Omar Sosa and Russell Malone.

Lectures and Performances

Numerous lectures and live performances are provided during the year for the Hamilton community from the income of endowments established for those purposes and augmented by general College funds.

The Lee H. Bristol, Jr. Endowment for the Performing Arts was established in memory of Lee H. Bristol, Jr., Class of 1945, to bring performing artists to the College.

The William M. Bristol, Jr. Distinguished Visitors Program, established through the bequest of William M. Bristol, Jr., Class of 1917, supports lectures, performances and other special events held in connection with several-day visits by high-profile experts in various fields.

The Richard P. Butrick Lecture Fund was established by the Honorable Richard P. Butrick, a retired diplomat, to support an annual lecture or lectures.

The Class of 1940 Cultural Endowment was established on the occasion of the 50th reunion of the Class of 1940 to support a major cultural event to be held annually at the College, preferably in the Hans H. Schambach Center for Music and the Performing Arts.

The Class of 1949 Performance and Lecture Fund was established on the occasion of the 40th reunion of the Class of 1949 to support major performances or lectures to be held in the Hans H. Schambach Center for Music and the Performing Arts.

The Peter D. Constable Lecture Fund was established in 2001 in honor of former Ambassador Peter D. Constable, Class of 1953, to support an annual lecture in international relations.

The Continental Group American Economy Lecture Series was established in 1980 by the Continental Can Company to provide lectures dealing with the American economy in conjunction with the Public Policy Program.

The David Maldwyn Ellis Lecture Fund was established by Robert B. Carson, Class of 1956, in honor of David Maldwyn Ellis, Class of 1938 and professor emeritus of history, to support lectures on the topics of American history or American institutions.

The Great Names at Hamilton Lecture and Performance Fund was established to support one or more annual lectures or performances by individuals of national or international renown in any field.

The Doris M. and Ralph E. Hansmann Lecture Series was established in 1993 in honor of Mr. Hansmann, Class of 1940, and his wife to support annual lectures in any field. Fields are designated on a three-year rotating basis.

The Terry Herrick Memorial Fund for Industrial Relations Study was established in 1981 by alumni and friends in memory of Horace Terhune Herrick, Jr., Class of 1942, to support lectures on subjects relating to labor, management and productivity.

The Victor S. "Torry" Johnson III '71 Lecture Fund was established in 1987 to bring to the campus alumni, public figures, scholars and others who have distinguished themselves in their respective careers and are recognized leaders in their fields to address a significant aspect of American life and thought.

The Edwin B. Lee Lecture Fund in Asian Studies was established in 1990 by former students and friends of Professor Lee to bring to the College each year a distinguished lecturer in the field of Asian studies.

The Arthur Levitt Endowment Fund was established by Arthur Levitt, Jr., father of Lauri Levitt Friedland, Class of 1981, in memory of Mr. Levitt's father, Arthur Levitt, Sr., to support lectures and other activities coordinated through the Arthur Levitt Public Affairs Center.

The Helen B. Longshore Memorial Endowment was established by Helen B. Longshore, a friend of the College, to support the College's music programs and activities.

The Meyer Student Performance and Activities Fund was established in 2003 by Eugene B. and Melissa Meyer in recognition of their son Nathaniel's rewarding experience at Hamilton as a member of the Class of 2001. The fund provides support for non-academic, co-curricular events and activities.

The John Ripley Myers Lecture Fund was established in 1912 by Mary H. Myers in memory of her son, John Ripley Myers, Class of 1887, to support annual lectures in areas not covered by the curriculum.

The James S. Plant Distinguished Scientist Lecture Series was established in 1987 through a bequest from Dr. Plant, Class of 1912 and an eminent child psychiatrist, to bring to the campus outstanding scientists as guest lecturers.

The James T. and Laura C. Rhind Arts Fund was established to bring to the campus fine arts performances or exhibitions with merit, with preference for the field of music.

The William Roehrick Emerson Gallery Lecture Fund was established in 1988 in honor of William G. Roehrick, Class of 1934, to support annual lectures by distinguished scholars in the fine arts.

The Root-Jessup Lecture Series, sponsored by the Root-Jessup Public Affairs Council, brings public figures to the campus to speak on issues of current nationwide interest.

The John B. Root '44 Exhibition Fund provides funding to support exhibitions at Hamilton's Emerson Art Gallery, as well as programming related to art exhibitions at the College.

The John Rybash Memorial Psychology Lecture Fund, established in memory of John Rybash, professor of psychology at Hamilton, is designed to support a lecture by a prominent speaker in the field of psychology.

The Sacerdote Family Lecture and Performance Fund was established by Mr. and Mrs. Peter M. Sacerdote, along with their son Alexander Sacerdote, Class of 1994, to support one or more Sacerdote Great Names Series at Hamilton programs each year. Annual lectures or performances will be given by individuals of national or international renown in any field.

The Reverend Alexander Thompson Memorial Lecture Fund was established through a bequest from Luranah H. Thompson in memory of her husband, the Reverend Alexander Thompson, Class of 1906, to support an annual lecture.

The Winton Tolles Lecture Series was established in 1991 by members of the Class of 1951 in memory of Winton Tolles, Class of 1928, and dean of the College from 1947 to 1972. It brings to the campus distinguished writers in the fields of literature, journalism and theatre to lecture and meet with students.

The Chauncey S. Truax Memorial Fund was established in 1956 by R. Hawley Truax, Class of 1909, in memory of his father, Chauncey S. Truax, Class of 1875, to bring to the College distinguished guest lecturers and visiting scholars in the field of philosophy.

The Arthur Coleman Tuggle Lecture Fund was established by Clyde C. Tuggle, Class of 1984, in memory of his father. This fund supports lectures related to current ethical issues by preeminent individuals in the public policy arena.

The Winslow Lecture Fund was established through a bequest from William Copley Winslow, Class of 1862, to support lectures on classical archaeology.

The Frank H. Wood Memorial Lecture Fund was established by alumni and friends in memory of Frank Hoyt Wood, who was for many years a professor of political science at Hamilton, to support lectures in history, political science or matters of current general interest.

Athletic Programs and Facilities

Athletic Facilities

Hamilton has a tradition of continually expanding and improving its athletic facilities.

The Margaret Bundy Scott Field House, a 55,000-square-foot multipurpose athletic structure, houses three regulation-size basketball courts and can seat 2,000 spectators. Removable wood parquet flooring is installed for varsity basketball games. The facility also features a six-lane, 200-meter urethane running track and indoor courts for tennis and volleyball. The surface can also accommodate practices for outdoor varsity sports during inclement weather. The Little Squash Center, featuring 10 regulation-size squash courts, including two with exhibition gallery seating, was built along the north wall of the field house in 2006.

Connecting with the field house are several additional facilities, including the Alumni Gymnasium containing a basketball court; the Russell Sage Hockey Rink, the nation's oldest college indoor hockey facility renovated in 1993; and the William M. Bristol, Jr. Swimming Pool, completed in 1988. An eight-lane "stretch" pool with a movable bulkhead permitting division into a diving area and a swimming area, it frequently serves as the host site for regional competitions. Opened in 2006, the newest addition to the Athletic Center complex is the Charlean and Wayland Blood Fitness and Dance Center, which houses a dance studio, a multi-purpose exercise room, a climbing wall and a cardio fitness and weightlifting area. The fitness center connects to the rest of the athletic facilities via an underground tunnel.

Adjacent to the Athletic Center are the nine recently refurbished Gray Tennis Courts; the Royce Baseball Field, featuring new dugouts and improved bullpen areas; the recently renovated softball field; and Steuben Field, the 2,500-seat football stadium. Directly behind the stadium is the William D. Love Field, which also encompasses the newly resurfaced 400-meter Walter H. Pritchard Track. Love Field, resodded in 2000, hosts soccer action. The newest of the Hamilton playing fields is an all-weather artificial turf field built in 2000. Located adjacent to campus, it is the home of field hockey and men's and women's lacrosse.

The Tompkins Golf Course is a nine-hole, 2,761-yard, par 35 course immediately adjacent to campus. There is no admission charged to students, who also use the course during the winter months for cross country skiing.

A gift from the Class of 1996, the Mark Cox Memorial Challenge Course, located in the Kirkland Glen, contains more than a half dozen high ropes challenges. The course is open to all members of the Hamilton community and is administered by the College's full-time adventure program coordinator. A series of high ropes initiatives are also located in the field house.

Physical Education and Athletic Policy

The primary emphasis of the athletic program at Hamilton College is upon the educational value of athletics rather than upon athletics as public entertainment or as a source of financial income. The College, through its Physical Education Department, provides a five-fold program in athletics: recreational play, instruction in physical education, intramural competition, and club and intercollegiate programs. Hamilton thereby continues its long tradition of encouraging not only the acquisition of knowledge but also the enjoyment of physical activity and the attainment of skills that will provide life-long satisfaction.

Intramural Activities

The intramural program offers opportunities for participation in a wide variety of sports conducted under the supervision of the Department of Physical Education and a departmental advisor. The program is especially designed to encourage participation by students who enjoy competition but whose skills or interests are not of intercollegiate calibre. Sports offered include soccer, football, volleyball, racquetball, golf, basketball, ice hockey, squash, kickball, beach volleyball, softball, tennis and indoor soccer.

Intercollegiate Athletics

The College is committed to a representative and competitive intercollegiate program. It is also committed to seeking fine student-athletes who value and respect the fundamental educational goals of the College.

The College sponsors men's varsity teams in baseball, basketball, crew, cross country, football, golf, ice hockey, lacrosse, soccer, squash, swimming, tennis and track (winter/spring); and women's varsity teams in basketball, crew, cross country, field hockey, ice hockey, lacrosse, soccer, softball, squash, swimming, tennis, track (winter/spring) and volleyball.

Hamilton is a member of the New England Small College Athletic Conference (NESCAC), the Liberty League (LL) and the National Collegiate Athletic Association (NCAA). The other members of NESCAC are Amherst, Bates, Bowdoin, Colby, Connecticut College, Middlebury, Trinity, Tufts, Wesleyan and Williams. The other members of the LL are Clarkson, Hobart/William Smith, Rensselaer, Rochester, Skidmore, St. Lawrence, Union and Vassar. Both conferences balance athletic involvement with high academic standards.

Club Sports

The Physical Education Department supports the following club programs: the Bicycle Co-op, dance teams, equestrian, fencing, martial arts, nordic skiing, men's and women's rugby, sailing, ski racing, table tennis and ultimate frisbee.

Wellness Program

The Wellness Program provides students and employees of the College a wide variety of activities geared toward healthy living. At the center of the program is a core of activity classes such as aerobics, core training, yoga, pilates, spinning, cardio kick-boxing, lap swimming, water exercise, fitness and weightlifting, as well as ballroom dance, toning and fly-fishing. Classroom presentations on topics such as smoking cessation, nutrition, stress management, spirituality, alcohol use and personal fitness are available through wellness seminars. The Wellness Program provides information and literature through the wellness bulletin board located in the Charlean and Wayland Blood Fitness and Dance Center and online at www.hamilton.edu/athletics/wellness. A personal trainer and massage therapist are available through the program.

Academic Departments and Programs

The pages that follow provide information for each of the College's academic departments and programs, including requirements for fulfilling the concentration and/or minor and criteria for earning departmental/program honors. Also included is a listing of faculty members in each area. The letters (F,S) following a name indicate terms of leave or off-campus teaching. The following letters denote faculty members who are teaching in the following programs: ACC (Associated Colleges in China); AYS (Academic Year in Spain); DC (Program in Washington); JYF (Junior Year in France); MFE (Mellon Faculty Exchange); NYC (New York City Program).

For the most up-to-date listing of Hamilton courses, see www.hamilton.edu/catalogue. The complete course listing is also available from that page as a PDF, which is updated each evening and formatted for easy printing. In some cases, sample course syllabi are included.

Advanced Placement Policies

In order to receive AP credit, a student must take a departmentally approved Hamilton course and pass with the minimum grade stipulated by the department. Students must take one of the courses listed below as their first course in the department, unless otherwise designated. A student may not receive credit toward a degree solely on the basis of a score on an Advanced Placement test.

ART

General, Drawing and Art 2D Design: Students having obtained a 4 or 5 on the AP exam will receive 1 credit upon completion of Art 104 or 160 with a minimum grade of a B in the course.

ART HISTORY

Students having obtained a 4 or 5 on the AP exam will receive 1 credit upon completion of Art History 151, 152, 154 or any 200-level Art History course with a minimum grade of a B in the course.

BIOLOGY

Students having obtained a score of 4 or 5 on the Biology AP exam will receive 1 credit after placement in and completion of a course beyond Biology 110 with a minimum grade of C- or better in that course. The credit is for exemption from an introductory semester of college-level Biology and does not count toward the Biology concentration.

CHINESE

Students having passed the beginners placement exam in Chinese will be placed in Chinese 130. Students having passed the advanced Chinese placement exam will be placed in Chinese 200. There is also an oral exam to make sure the students can be placed at higher levels.

CHEMISTRY

Students having obtained a 4 or 5 on the AP exam will receive 1 credit upon completion of Chemistry 125 and/or 190 with a minimum grade of a C- in the course(s).

COMPARATIVE LITERATURE

Students having obtained a 5 on the English Literature and Composition AP exam will receive 1 semester credit (not toward the concentration) for completing any Comparative Literature course with a B- or better, with the following limitation:

Students who receive an AP credit in English may not also receive an AP credit in Comparative Literature. AP 5 students who choose to take English 150 will not receive the additional credit.

COMPUTER SCIENCE

Computer Science A: Students having obtained a 4 or 5 on the AP exam will receive 1 credit upon completion of Computer Science 111 with a minimum grade of a C in the course.

Computer Science AB: Students having obtained a 4 or 5 on the AP exam will receive 2 credits for Computer Science 110 and 111 upon completion of Computer Science 210 or 220 with a minimum grade of a C in the course.

ECONOMICS AND PUBLIC POLICY

Issues in Macro: Students having obtained a 5 on the AP exam will receive 1 credit upon completion of Economics 285 with a minimum grade of a B– in the course.

Issues in Micro: Students having obtained a 5 on the AP exam will receive 1 credit upon completion of Economics 275 with a minimum grade of a B– in the course.

ENGLISH LITERATURE AND LANGUAGE

Students having obtained scores of 4 or 5 on either or both of the AP examinations in English may place directly into one of several 200-level courses. This fall, the 200-level courses include 204, 225, 240 and 267. Spring courses include 204, 205, 225 and 256.

AP 5 students who place directly into a 200-level course and who earn a final grade of B– or higher will receive 1 additional course credit. AP 4 students are eligible for placement at the 200 level but not for an additional credit. AP 5 students who choose to take 150 will not receive the additional credit, even if they take a 200-level course after 150.

Students with AP scores of 4 or 5 who choose not to take 150 must take 204 before they may enroll in 215.

FRENCH LITERATURE/LANGUAGE

Students having obtained a 4 or 5 on the AP exam will receive 1 credit upon completion of a 200-level French course with a minimum grade of a B– in the course.

GERMAN

Students having obtained a 4 or 5 on the AP exam will receive 1 credit upon completion of a 200-level German course with a minimum grade of a C– in the course.

GOVERNMENT AND WORLD POLITICS

United States: Students with scores of 4 or 5 on the AP exam may enter any 200-level American Politics course without taking the prerequisite. Upon completion of the 200-level course with a grade of B or better, the student will receive 1 additional credit for Government.

Comparative: Students with scores of 4 or 5 on the AP exam may enter any 200-level Comparative Politics course without taking the prerequisite. Upon completion of the 200-level course with a grade of B or better, the student will receive 1 additional credit for Government or World Politics.

HISTORY

U.S. and European: Students having obtained a 4 or 5 on either AP exam will receive 1 credit toward general requirements (not toward the concentration) for completing a 100-level History course with a minimum grade of a C– in the course.

HUMAN GEOGRAPHY

Students having obtained a 4 or 5 on the AP exam will receive 1 credit upon successful completion of Anthropology 113 or 114 with a minimum grade of B– in the course.

LATIN/LITERATURE AND VERGIL

Students having obtained a 4 or 5 in AP Latin Literature or Vergil will receive 1 credit upon completion of Latin 390 with a minimum grade of B– in the course. Students having obtained a 3 will receive 1 credit upon completion of Latin 210 with a minimum grade of B– in the course.

MATHEMATICS

Students are placed by the department on the basis of AP scores and a departmental placement exam. Students who complete either Math 114 or Math 215 with a grade of C– or better without having taken Math 113 will receive credit for Math 113.

MUSIC THEORY

Students who receive a 5 on the AP exam in Music Theory are placed in Music 209 and will receive 1 advanced placement credit upon completion of Music 209 with a minimum grade of B in the course.

PHYSICS

Physics B (Non-Calculus): Students having obtained a 4 in AP Physics B will receive 1 credit upon successful completion of Physics 100 (for pre-meds and other science majors) and Physics 190 (for Physics and Chemistry majors). Another Physics course may be substituted for 100 or 190 with permission of the department chair. Students having obtained a 5 in AP Physics will receive 1 credit upon successful completion of a Physics course and should consult with the department about placement. Minimum grade of B– required.

Physics C (Calculus based): Mechanics only: Students having obtained a 4 in AP Mechanics will receive 1 credit upon successful completion of Physics 190. Students having obtained a 5 in AP Physics C will receive 1 credit upon successful completion of any Physics course and should consult with the department about placement. Minimum grade of B– required.

E&M only: Students having obtained a 4 in AP E&M will receive 1 credit upon successful completion of Physics 195. Students having obtained a 5 in AP Physics C will receive 1 credit upon successful completion of a Physics course. Minimum grade of B– required.

Both Mechanics and E&M: Students having obtained a 4 in both Mechanics and E&M will receive 2 credits upon successful completion of Physics 290 and should consult with the department chair about placement. Students having obtained a 4 and 5 in Mechanics and E&M will receive 1 credit upon successful completion of a Physics course and another upon successful completion of Physics 290. Students having obtained a 5 in both Mechanics and E&M will receive 2 credits upon successful completion of a Physics course (starting with 290 is recommended). Minimum grade of B– required.

PSYCHOLOGY

Students having obtained a 4 or 5 in AP Psychology may elect any 200-level course that has Introductory Psychology as a prerequisite. Students with a 4 are advised to discuss their plans with the department chair as many find it worthwhile to reinforce their foundation of psychological knowledge by electing introductory.

SPANISH LITERATURE AND LANGUAGE

Students having obtained a 4 or 5 in AP Spanish Literature or Language exam will receive 1 credit upon completion of a 200-level Hispanic Studies course with a minimum grade of a B– in the course. Placement is based on placement exam. Students may choose to begin with 140 with the consent of the department chair and still receive AP credit upon completion of a 200-level course.

Africana Studies

Faculty

Shelley P. Haley (*Classics*), Chair
Donald Carter (F,S)
A. Todd Franklin (*Philosophy*)

Joseph E. Mwantuali (*French*)
Nigel Westmaas
Chad L. Williams (*History*) (F,S)

The Africana Studies Program focuses on the historical transformation of African peoples as they spread throughout the Atlantic World and beyond. Central to the program is the exploration of the experiences of African peoples with subjugation and liberation as well as their struggle for self-determination and self-expression.

A concentration in Africana Studies consists of 10 courses: 220 (Africa and the World); 221 (Africa in Diaspora); 301 (Knowledge and Method in Global African Studies), 381 (Freedom) or 382 (Global African Social Movements); one 400-level seminar, 550 (Senior Program) and four approved electives. No more than two 100-level courses will be accepted, and at least two electives must be at or above the 200 level. Concentrators are encouraged to have a basic working knowledge of an appropriate language other than English. The program will accept study abroad and/or coursework in overseas programs toward the concentration with the approval of the program chair. Before electing a concentration in Africana Studies, students must meet with the chair to design a program of study, planning in advance so that they will be able to complete prerequisites for courses counting toward the concentration.

The Senior Program in Africana Studies (550) is an interdisciplinary project culminating in a thesis, performance or exhibition. The project, which must be approved by the director, is to be supervised by a faculty member who has taught a course in Africana Studies or is on the program committee. Students who have an average of 88 or higher in the concentration may receive honors through distinguished work in 550. A complete description of the Senior Program is available from the program chair.

A minor in Africana Studies must include 220, 221, 381 or 382, one 400-level seminar, and one elective.

*For the most up-to-date listing of courses in Africana Studies, see
www.hamilton.edu/catalogue/AfricanaStudies.*

American Studies

Faculty

Catherine G. Kodat (*English*), *Chair*

Maurice Isserman (*History*)

American Studies Committee

Deborah F. Pokinski (*Art History*)

Richard H. Seager (*Religious Studies*)

Bonnie Urciuoli (*Anthropology*)

The American Studies Program offers students an opportunity to study American culture from a variety of perspectives and through the methodologies of different intellectual disciplines. Specialized studies in all fields of learning dealing with the United States are included in the program, and the impact of these studies is reflected in the work of the American Studies introductory course and the Senior Seminar.

Students work closely with faculty members in developing a plan of study that brings at least two disciplinary perspectives to bear on major issues in American culture. The concentration consists of 10 courses. Required courses include 201 (Introduction to American Studies), usually taken in the sophomore year; 420 (Seminar in American Studies), taken in the spring of the senior year; two courses in American literature, and two courses in American history, chosen in consultation with the program director. Of the remaining four elective courses, at least two must be at the 300 level or higher. The departments and programs in Africana Studies, Anthropology, Art History, Economics, Environmental Studies, Government, Hispanic Studies, Music, Philosophy, Religious Studies, Sociology, Theatre and Women's Studies all offer courses on issues pertinent to American Studies. No 100-level courses may count toward the concentration. There is no minor in American Studies.

Concentrators with a grade point average in the program of 90 or higher at the end of their junior year may, on approval, pursue an honors project (550) in their senior year under the direct supervision of a faculty member. To earn honors in American Studies, students must maintain a grade point average of 90 or above in their coursework and earn a grade of A- or higher in 550.

***For the most up-to-date listing of courses in American Studies, see
www.hamilton.edu/catalogue/AmericanStudies.***

Anthropology

Faculty

Bonnie Urciuoli, *Chair*

Charlotte Beck (S)

Haeng-ja Sachiko Chung

Nathan Goodale

George T. Jones (FS)

Chaise LaDoussa

Chris Vasantkumar

Special Appointment

Karen Brison (MFE,F)

The department offers two tracks within the concentration of Anthropology: Cultural Anthropology and Archaeology. A student must choose one of these two tracks.

Cultural Anthropology

A track in cultural anthropology consists of a minimum of 10 courses: 106 (Principles of Archaeology); 113 (Cultural Anthropology), 114 (Fieldwork and Ethnography) or 115 (Controversies in Cultural Anthropology); 125 (Language and Culture), 126 (Language and Sociolinguistics), 127 (Introduction to Linguistic Anthropology) or 201 (Linguistic Theory: A Brief History); 358 (History of Anthropological Ideas); 440 (Senior Seminar in Cultural Anthropology); and five other courses, one of which must focus on a culture area. Prospective concentrators are encouraged to take 358 as early as possible because it must be completed by the end of the junior year. All concentrators, especially those planning graduate studies, are advised to take a course in statistics. Concentrators must fulfill their Senior Project requirement through satisfactory completion of the Senior Seminar (440), which emphasizes the critical evaluation of scholarship as well as primary data culminating in a research paper. Concentrators with a departmental average of 88 or higher at the close of their senior fall semester and a B+ or better in the Senior Seminar may pursue honors through 560, an individual project under the direct supervision of a member of the department. To receive honors, a grade of A- or higher must be earned on the thesis.

Archaeology

A track in Archaeology consists of a minimum of 10 courses: 113, 114, 115, 125, 126 or 127, and 106; 325 (Analytic Methods in Archaeology), 358, 441 (Senior Seminar in Archaeology) and five other courses, one of which must be 210 (The Archaeology of Cultural Collapse), 243 (North American Prehistory), 245 (Human Ancestors) or 249 (The Archaeology of Continental Discovery). Additionally, students are strongly encouraged to take 280 (Archaeological Field Course), as well as a statistics course and courses in geology, biology or chemistry. Prospective concentrators are encouraged to take 325 and 358 as early as possible because both must be completed by the end of the junior year. Concentrators must fulfill their Senior Project requirements through satisfactory completion of the Senior Seminar (441), which emphasizes the critical evaluation of scholarship as well as primary data culminating in a research paper. Concentrators with a departmental average of 88 or higher at the close of their senior fall semester and a B+ or better in the Senior Seminar may pursue honors through 560 (Honors Thesis), an individual project under the direct supervision of a member of the department. To receive honors, a grade of A- or higher must be earned on the thesis.

Minor in Anthropology

A minor in Anthropology consists of five courses, one of which must be at the 100 level and one of which must be at the 300 level. A student may elect to take one each from

106 and 113, 114 , 115, 125, 126 or 127 as two of their five courses. Note to juniors and seniors: The following Anthropology Department courses have no prerequisite: 201 (Linguistic Theory: A Brief History) and 225 (Phonetics and Phonology: The Analysis of Sound). In addition, prerequisites may be waived with consent of instructor for 243 (North American Prehistory), 249 (The Archaeology of Continental Discovery), 270 (The Ethnography of Communication), 315 (Writing Culture), 360 (U.S. Discourses I: Race, Ethnicity and Class) and 361 (U.S. Discourses II: Science, Technology and Gender).

*For the most up-to-date listing of courses in Anthropology, see
www.hamilton.edu/catalogue/Anthropology.*

Art

Faculty

L. Ella Gant, *Chair*
Sylvia de Swaan
Katharine Kuharic

Robert B. Muirhead III
Rebecca Murtaugh
William Salzillo

A concentration in Art consists of 104 (Introduction to Drawing); two courses in the Department of Art History, one of which must be pre-1900 or non-European; and seven additional Art courses, including one in each of the following areas:

- 1) painting and printmaking
- 2) ceramics and sculpture
- 3) photography and video

and a minimum of one 300-level course, the one-semester Junior Seminar, and either the two-semester Senior Project (501-502) or 501 plus one additional 300-level course. Students must complete a 300-level course in the same area as their Senior Project before the end of the junior year.

All senior concentrators are required to register for the Senior Project in the fall of their final year. Based on a review by the studio faculty of work done in this course, students who have successfully completed 501 will be offered the opportunity to compete for honors by registering for an additional semester of Senior Project work with the goal of preparing material for public exhibition at the end of the spring term. Other concentrators will complete an additional 300-level course in studio art.

Honors in art will be awarded on the basis of a cumulative average of 88 or above in coursework toward the concentration and distinguished performance in the Senior Project. A complete description of the Senior Project is available in List 111.

Students interested in studying abroad should consult with a member of the department as soon as possible. Concentrators will need to consider the most appropriate means of integrating study abroad with the Junior Seminar requirement and preparation for their Senior Project.

A minor in Art consists of 104, one art history course and three additional art courses.

***For the most up-to-date listing of courses in Art, see
www.hamilton.edu/catalogue/Art.***

Art History

Faculty

John C. McEnroe, *Chair*
Rand Carter
Steve J. Goldberg

Deborah F. Pokinski

Special Appointment
Milton Bloch

A concentration in Art History consists of nine Art History courses and at least one course in studio art. The nine Art History courses must include 245 (Hindu, Buddhist and Islamic Arts of India), 254 (Courtier, Samurai, Priest and Chonin: The Arts of Japan) or 258 (Political Power and Cultural Authority: The Arts of China); 282 (The Renaissance: Reframing the Golden Age); 285 (Seventeenth-Century Art); 292 (Modern Architecture: 1750 to the Present) or 293 (Modernism and Postmodernism); one 300-level course; three electives; and a seminar taken during either semester of the senior year. A second course in studio art may be counted as one of the electives.

The Senior Project in Art History includes an extensive research paper prepared in connection with the senior-year seminar and its oral presentation before the department.

Honors in Art History will be awarded on the basis of a cumulative average of 88 or above in coursework toward the concentration and distinguished achievement on the Senior Project.

Students planning to apply for graduate studies in the history of art are advised to acquire or consolidate a fluency in two foreign languages. Students interested in preparing for a professional school of architecture should consult with Professor Carter as early as possible.

A minor in Art History consists of five courses in Art History, including at least one pre-modern or Asian course.

***For the most up-to-date listing of courses in Art History, see
www.hamilton.edu/catalogue/ArtHistory.***

Asian Studies

Faculty

Steve J. Goldberg, *Chair (Art History)*
Laura R. Brueck (*Comparative Literature*)
Haeng-ja Sachiko Chung (*Anthropology*)
Hye Seung Chung (*Comparative Literature*)
Hong Gang Jin (*Chinese*)
Masaaki Kamiya (*Japanese*)
Craig T. Latrell (*Theatre*)
Cheng Li (*Government*) (FS)
Kyoko Omori (*Japanese*) (FS)

Melek S. Ortabasi (*Comparative Literature*) (F)
Lisa N. Trivedi (*History*) (F)
Chris Vasantkumar (*Anthropology*)
Jay G. Williams (*Religious Studies*)
Thomas A. Wilson (*History*)
De Bao Xu (*Chinese*) (F)
Steven Yao (*English*)

The Asian Studies Program offers a multidisciplinary approach to the study of the cultures, languages and societies of Asia, including those of China, India, Japan and Indonesia. A concentration in Asian Studies consists of nine courses distributed among at least three departments. These courses should be selected according to the four requirements listed below. Honors in Asian Studies will be awarded to concentrators with at least an 88 average in the concentration and who complete 550 (Senior Project) with a grade of at least A-.

A minor in Asian Studies consists of five courses, including 180 (Exploring Culture in the Great Cities of Asia) and four electives approved by the program chair. The four requirements for a concentration in Asian Studies are as follows:

1. 180S Exploring Culture in the Great Cities of Asia.

2. Asian Language: The completion of Chinese 140 (Fourth-Term Chinese), Japanese 140 (Intermediate Japanese) or an equivalent course offered through Critical Languages. Students, in consultation with the program chair, may also fulfill this requirement through appropriate language study abroad or through an intensive summer program.

3. Core Courses: In consultation with the program chair, students design their concentration through the completion of six courses. For each requirement below, courses are chosen from at least two departments. Besides 180, one other 100-level course may be counted toward the concentration.

a) Two 200-level courses devoted to a particular country: one “Culture and History” course marked by * and one “Society and Politics” course marked by # (see listing online for applicable courses).

b) Four courses with a primary focus either on one Asian country (China, Japan or India) or on a theme or problem in several Asian countries (for instance, gender and sexuality; visual and performing arts; religious belief and practice; politics and nationhood; language, literature and film. Note that courses for this thematic approach should be chosen with the guidance of a faculty advisor); two of these should be courses at the 300 level or above, and should be in different departments.

4. 550 Senior Project.

For the most up-to-date listing of courses in Asian Studies, see www.hamilton.edu/catalogue/AsianStudies.

Biochemistry/Molecular Biology

Faculty

Timothy E. Elgren, *Chair (Chemistry)*

Wei-Jen Chang (*Biology*)

Herman K. Lehman (*Biology*)

Michael L. McCormick (*Biology*)

George C. Shields (*Chemistry*) (FS)

The departments of Biology and Chemistry offer an interdisciplinary concentration in Biochemistry/Molecular Biology. Prospective concentrators should elect both chemistry and biology courses in their first year. The concentration consists of 11 courses (11 credits), which must include 270 (Biological Chemistry), 321 (Physical Chemistry I) or 322 (Physical Chemistry II), 346 (Biochemistry); Biology 110 (Principles of Biology: Organismal), 111 (Principles of Biology: Cellular and Molecular) or 115 (Biology: Fundamentals and Frontiers), and 248 (Genes and Genomes); Chemistry 120 (Principles of Chemistry) or 125 (Principles of Chemistry: Theory and Applications), 190 (Organic Chemistry I) and 255 (Organic Chemistry II); and one additional course chosen from 552 (Senior Thesis II), Chemistry 321 (Physical Chemistry I), 322 (Physical Chemistry II), 436 (Biophysical Chemistry), Biology 331 (Vertebrate Physiology), 336 (Cell Biology) or 357 (Cellular Neurobiology), 443 (Seminar in Bioinformatics) and 448 (Seminar in Molecular Genetics). Certain courses in mathematics and physics are prerequisites for 321 and 322. Senior concentrators must take 551 (Senior Thesis I). A complete description of the Senior Project is available from the departments. Honors in Biochemistry/Molecular Biology will be based on excellence in coursework and on the Senior Thesis.

For the most up-to-date listing of courses in Biochemistry/Molecular Biology, see www.hamilton.edu/catalogue/Biochemistry/MolecularBiology.

Biology

Faculty

Herman K. Lehman, *Chair*
Wei-Jen Chang
David A. Gapp
Jinnie M. Garrett
Michael L. McCormick
Sue Ann Miller

William A. Pfitsch
Patrick D. Reynolds
Ernest Williams

Special Appointment
Kenneth M. Bart

A concentration in Biology consists of 9.5 credits, which must include 110 (Principles of Biology: Organismal) and 111 (Principles of Biology: Cellular and Molecular) or 115 (Biology: Fundamentals and Frontiers); 550, 551 and at least two additional courses at the 300-level or above. A complete description of the Senior Thesis (550-551) is available from the department. Concentrators must also complete Chemistry 120 (Principles of Chemistry), 125 (Principles of Chemistry: Theory and Applications) and 190 (Organic Chemistry I) and one course chosen from a list provided by the department that discusses issues in public policy or ethics related to science or technology. With prior departmental approval, up to two credits may be transferred into the concentration from study off-campus. Students preparing for graduate studies in Biology should take at least one year each of calculus and organic chemistry and should have knowledge of a foreign language and computing. Departmental honors are determined on the basis of distinguished achievement in coursework and in the Senior Thesis.

A minor in Biology consists of five courses, which must include 110 and 111 (or 115) and at least one course at the 300 level or higher. The following courses do not count toward a concentration or minor in Biology: 120 (Female Biology), 150 (Society and the Environment) and 215 (Genetics and Society). Biology 110 (Principles of Biology: Organismal) and 111 (Principles of Biology: Cellular and Molecular) are open to juniors and seniors.

***For the most up-to-date listing of courses in Biology, see
www.hamilton.edu/catalogue/Biology.***

Chemical Physics

Faculty

Ann J. Silversmith, *Chair (Physics)*

Camille Jones (*Chemistry*)

Gordon Jones (*Physics*)

George C. Shields (*Chemistry*) (F,S)

The departments of Chemistry and Physics jointly offer a concentration in Chemical Physics. The concentration consists of 10 courses in Chemistry and Physics, which include Chemistry 120 (Principles of Chemistry) or 125 (Principles of Chemistry: Theory and Applications), 190 (Organic Chemistry I), 321 (Physical Chemistry I) and 322 (Physical Chemistry II); Physics 190 (The Mechanical Universe), 195 (Waves and Fields), 290 (Quantum Physics) and 295 (Electromagnetism). Students must also complete a course in research methods in one of the departments, either Chemistry 371 (Research Methods in Chemistry) or Physics 390 (Research Seminar), followed by a Senior Project, chosen in consultation with the committee, in the appropriate department. Mathematics 113 (Calculus I) and 114 (Calculus II) are required for 200-level classes in Physics and 300-level classes in Chemistry. Honors in Chemical Physics are based on outstanding work in courses and in the Senior Project.

For the most up-to-date listing of courses in Chemical Physics, see www.hamilton.edu/catalogue/ChemicalPhysics.

Chemistry

Faculty

Karen S. Brewer, *Chair*
Thomas C. Castonguay
Timothy E. Elgren
Camille Y. Jones
Robin B. Kinnel
Ian J. Rosenstein
George C. Shields (F,S)
Nicole L. Snyder

Special Appointments

Charles J. Borton
Shawna M. O'Neil
Sue Ann Z. Senior
Steven Young

A concentration in Chemistry may follow several tracks depending on the goals of the student. A concentration in Chemistry requires the following courses: 120 (Principles of Chemistry) or 125 (Principles of Chemistry: Theory and Applications); 190 (Organic Chemistry I), 255 (Organic Chemistry II); one additional 200-level course; 321 (Physical Chemistry I) or 322 (Physical Chemistry II); 371 (Research Methods in Chemistry); one additional course chosen from the 300- and 400-level offerings; and 551 (Senior Project). The American Chemical Society (ACS) certified concentration is designed for students who plan to pursue graduate work in Chemistry or a related science. Students should take the following courses to qualify for the ACS certification: 120 or 125; 190, 255; one additional 200-level course; 321, 322, 371; one additional course chosen from the 300- and 400-level offerings; and 551. Two semesters of calculus and two semesters of physics (calculus-based physics) are prerequisites for Chemistry 321 and 322.

Students who plan to attend graduate school in Chemistry or chemically related fields are advised to take additional courses in chemistry, other sciences, mathematics and computer science. We invite all interested students to attend the departmental seminar series, which is a part of 551 and 552. Departmental honors are determined on the basis of distinguished coursework in Chemistry and in the Senior Thesis.

A minor in Chemistry consists of five courses, which must include 190, 255 and 321 or 322. The minimum requirement in Chemistry for preparation for medical school consists of 120 or 125; 190 and 255; and one additional course at the 200 level.

*For the most up-to-date listing of courses in Chemistry, see
www.hamilton.edu/catalogue/Chemistry.*

Classics

Faculty

Carl A. Rubino, *Chair*
Barbara K. Gold

Shelley P. Haley
James B. Wells

Classics is the study of the languages and civilizations of ancient Greece and Rome, as well as of related civilizations, both ancient and modern. The department offers courses in ancient Greek and Latin and also in Classical Studies, where no knowledge of Latin or Greek is required. Students wishing to concentrate or minor in Classics may take one of two directions.

A concentration in Classical Languages emphasizes work in Latin and Greek as keys to understanding the ancient world. It requires a minimum of four full-credit courses, at least two of which must be at the 300 level or above, in one of the two languages, and a minimum of three full-credit courses, at least one of which must be at the 300 level or above, in the other. (With the approval of the department, exemptions to these requirements may be made for students who come to Hamilton with substantial preparation in Latin or Greek.) Two courses in Classical Studies, in addition to 550 (Senior Seminar), are also required. Finally, students concentrating in Classical Languages must complete at least one course each year in Greek or Latin. Because the language concentration requires substantial accomplishment in both Greek and Latin, prospective concentrators entering the College with no knowledge of those languages should make an immediate start with the prerequisite 100- and 200-level courses.

A concentration in Classical Studies offers a study of ancient Greece and Rome with emphasis on only one of the languages. It requires a minimum of six courses in Classical Studies, at least four of which must be at the 200 level or above and one at the 300 level or above, as well as at least one full-credit 300 or above course in either Latin or Greek, and Classical Studies 550. (With the approval of the department, certain courses in Greek or Latin may be substituted for Classical Studies courses). In addition, students concentrating in Classical Studies must complete at least one course each year in Classical Studies, Greek or Latin.

Hamilton College is a member of the Intercollegiate Center for Classical Studies in Rome (the Centro) and of the American School of Classical Studies in Athens. Many students have also attended other programs in Rome and Athens. Concentrators and other students trained in Latin or Greek are encouraged to spend one or two semesters of their junior year in a program in Greece or Rome or in another suitable program abroad. Interested students should note that admission to the Intercollegiate Center and the American School is competitive and that preparation in Latin or Greek, and sometimes both, is an important factor in determining admission.

Students who have earned an A- (90) average in the concentration may receive honors by earning a grade of A- in the Senior Seminar. A description of the program may be obtained from any member of the classics faculty.

A minor in Classical Languages requires at least two courses at the 300 level or above in Latin or Greek, as well as two courses in Classical Studies, one of which must be at the 200 level or above. Because the language minor requires advanced work in either Latin or Greek, interested students entering the College without either of those languages should make an early start with the prerequisite 100- and 200-level courses.

A minor in Classical Studies requires a minimum of five Classical Studies courses, three of which must be at the 200 level or above, with at least one at the 300 level or above, and one year of college Latin or Greek or a grade of B or higher in a 200- or 300-level course in Latin or Greek.

*For the most up-to-date listing of courses in Classics, see
www.hamilton.edu/catalogue/Classics.*

College Courses and Seminars

College Courses and Seminars are essentially interdisciplinary or substantially outside the continuing curriculum of any department or program.

College Seminars, which replace the Sophomore Seminar program required through the Class of 2009, are interdisciplinary or multi-disciplinary courses that are normally team-taught or taught within an integrated cluster of related courses and that provide opportunities for students to present their work to a larger audience during the semester.

For the Class of 2009, College Seminars offered in the fall of 2007 may be used to complete the Sophomore Seminar requirement.

For the most up-to-date listing of courses in College Courses and Seminars, see www.hamilton.edu/catalogue/College.

Communication

Faculty

Catherine W. Phelan, *Chair*
John C. Adams

Special Appointments
Robert C. Del Buono
Susan A. Mason

Communication investigates the ways in which people co-create and employ shared meanings. Focusing on diverse contexts such as group discussion, public discourse and media studies, courses in the department investigate the complex ways in which communication influences not only individuals, but communities, institutions and culture.

A concentration in Communication consists of 11 courses: five core courses, three electives in Communication (one of which must be above the 200 level) and a cluster of three cognate courses from other disciplines. The core courses are 101 (Introduction to Communication), 210 (Rhetorical Act), 302 (Communication Theory), 355 (Methods of Communication Research) and 500 (Senior Project). Cognate courses must be above the 100 level and cannot count toward a second concentration or a minor. During the first semester of their senior year, students will provide the chair and their advisor with a written rationale that supports their selection of cognate courses and explains how those courses enrich their study of communication. The Senior Project can be satisfied by successful completion of 500. All Senior Projects include an oral presentation to students and faculty at the end of the course.

Honors in Communication will be awarded based on a cumulative record of 90 or above in all courses counting toward the concentration, as well as distinguished performance on the Senior Project.

A minor in Communication consists of five Communication courses, comprising 101 and 210 and three additional Communication courses, one of which must be above the 200 level.

*For the most up-to-date listing of courses in Communication, see
www.hamilton.edu/catalogue/Communication.*

Comparative Literature

Faculty

Peter J. Rabinowitz, *Chair*
Anjela M. Cannarelli Peck
Scott MacDonald (F)
Melek S. Ortabasi (F)
Nancy Sorkin Rabinowitz

Special Appointments

Laura Brueck
Hye Seung Chung

A concentration in Comparative Literature consists of nine courses, including five designated as Comparative Literature, two in a national literature in the original language (e.g., Chinese, Russian, Greek) and two in either a second national literature in the original language or in linguistics selected in consultation with a departmental advisor. Students pursuing the linguistics option must complete study in a foreign language to the 140 level or equivalent. All concentrators are required to take 211 (Readings in World Literature I) or 212 (Readings in World Literature II), and 297 (Introduction to Literary Theory), and all senior concentrators will take part in a Senior Program in which 500 (Senior Seminar) is required and 550 (Senior Project) is recommended. A complete description of the Senior Program is available from the department chair. Only one 100-level course may be counted toward the concentration. It is to the student's advantage to begin foreign language study early; those planning graduate work in literature are urged to take two additional courses in a national literature and to study two foreign languages.

Honors in Comparative Literature will be awarded on the basis of a cumulative record of 90 or above in all courses counting toward the major, as well as distinguished performance in 550.

A minor consists of five courses, including either 211, 212 or 297; two other courses designated as Comparative Literature; and two other courses in comparative, English or foreign literature, or linguistics. Only two 100-level courses may be counted toward the minor.

Many courses at the 200-level are open to seniors without prerequisites.

For the most up-to-date listing of courses in Comparative Literature, see www.hamilton.edu/catalogue/ComparativeLiterature.

Computer Science

Faculty

Stuart H. Hirshfield, *Chair*
Mark W. Bailey (F,S)
Alistair Campbell

Richard W. Decker
Robert J. Irwin

A concentration in Computer Science consists of a course of study designed by the student in consultation with and approved by his or her concentration advisor. The concentration contract will be designed when a student declares the concentration and will typically include 110 (Introduction to Computer Science), 111 (Data Structures), 210 (Applied Theory), 220 (Principles of Programming Languages), 240 (Computer Organization and Assembly Language) 330 (Algorithms), three other 300-level courses numbered 310 (Compilers) or above, and 410 (Senior Seminar). Concentrators fulfill the Senior Program requirement by taking 410. Students may earn departmental honors by distinguished achievement in courses counting toward the concentration and in 500 (Honors Project).

Students contemplating a concentration in Computer Science should begin with 110. Students undecided about Computer Science are advised to take 105 (Explorations in Computer Science). Students looking for a computer-related course but not contemplating a concentration in the subject should consider 100 (Survey of Computer Science) or 107 (Applications, Implications and Issues).

A minor in Computer Science consists of 110, 111, two courses numbered 200 or higher and Mathematics 123 (Discrete Mathematics).

Juniors and seniors without prior experience may enroll in 100, 105, 107 or 110 subject to the enrollment restriction for the given course.

*For the most up-to-date listing of courses in Computer Science, see
www.hamilton.edu/catalogue/ComputerScience.*

Critical Languages

Faculty

Mary Beth Barth, *Program Director*
Cristina Bozzi (*Italian*)

Special Appointments
Anat Glick (*Hebrew*)
Sara Djamaa (*Arabic*)

Language study requires daily practice and conscientious preparation in order to participate fully in highly interactive classes. Classes are conducted with very little use of English.

Italian, Hebrew and Arabic are offered as regular courses.

Swahili and Hindi are offered as self-instructional courses. Students meet three times a week in small groups with a student tutor who is a native speaker of the language. The student tutor is not a “teacher” in the usual sense. Students, therefore, are expected to exercise the self-discipline and motivation required of independent work. Courses follow established curricula and are not self-paced. In addition to being highly motivated and self-directed, students must be willing to make a daily commitment to the rigorous study and practice of the language through the use of written, recorded and computer materials. Course grades are determined by midterm and final exams, administered by external examiners.

The Critical Languages Program does not offer courses beyond second year. Occasionally, due to staffing, there is an interruption in the two-year sequence.

For additional information on the self-instructional format or languages currently offered, visit the Critical Languages Web site.

Students enrolled in the self-instructional courses must contact Mary Beth Barth by 4 p.m. on the first day of classes in order to schedule the class.

***For the most up-to-date listing of courses in Critical Languages, see
www.hamilton.edu/catalogue/CriticalLanguages.***

Dance

Faculty

Elaine Heekin, *Chair* (F)
Leslie Norton
Bruce Walczyk (S)

Special Appointment
Richard G. Lloyd

A concentration in Dance consists of 201 (History of Dance), 203 (Movement Analysis), 205 (Kinesiology), 305 (Composition), 307 (Choreography), 550 (Senior Thesis) or 560 (Senior Performance/Choreography), and four semesters of 208 (Martial Arts and Dance), 308 (Advanced Martial Arts and Dance) and/or 213 (Intermediate Contemporary Dance), 215 (Intermediate Ballet) and/or 313 (Advanced Contemporary Dance), 315 (Advanced Ballet). The Senior Program in Dance may be fulfilled through satisfactory completion of one of the following options: 550, which may be a research paper or a field study in movement behavior and its analysis/notation, or 560, which may be a performance of dance works, choreography or both. No student who has completed the requirements and maintained an 85 average in Dance courses will be prohibited from selecting the performance/choreography option as his/her Senior Program. Students qualifying for and electing 560 as their Senior Program in Dance must be enrolled in technique class during the semester in which they are enrolled in 560. Students falling below the 85 average will be required to register for an independent study as preparation for the project.

Departmental honors may be earned through outstanding achievement in coursework, a history of distinguished contribution to the Dance program and excellence in the performance, composition, research or production component of the Senior Program, as judged by the department.

A minor in Dance consists of three course selected from 201, 203, 205, 305 and 307, and two semesters of Martial Arts and Dance (208, 308) and/or Intermediate Technique (213, 215) and/or Advanced Technique (313, 315).

***For the most up-to-date listing of courses in Dance, see
www.hamilton.edu/catalogue/Dance.***

Digital Arts

Faculty

L. Ella Gant (*Art*)

Samuel F. Pellman (*Music*) (S)

The introduction of digital media into creative fields has changed the very nature of their study and production. Musicians, scientists, creative writers, filmmakers and visual and performing artists have developed multiple fluencies with digital media. This, in turn, has challenged the long-standing tradition of individual genius specializing in individual media and has made collaborative and cross-disciplinary work practically inevitable. The program in Digital Arts provides a formal framework for the exploration of these creative possibilities.

The minor in Digital Arts consists of five courses: either Art 213 (Introduction to Video) or Music 277 (Music for Contemporary Media); Art/Music 377 (Electronic Arts Workshop); two other courses chosen from the Digital Arts course list; and a fifth course chosen from either the Digital Arts course list or the related course list. Courses counted toward this minor cannot also be counted toward another concentration or minor.

*For the most up-to-date listing of courses in Digital Arts, see
www.hamilton.edu/catalogue/DigitalArts.*

East Asian Languages and Literatures

Faculty

Hong Gang Jin, *Acting Chair*

Priya Ananth

Yuwen Hsiung

Masaaki Kamiya

Yen-ching Lu

Kyoko Omori (F/S)

De Bao Xu (F)

Yu-sheng Yang

Special Appointments

Shengjie Lu

Wei Sun

Mari Syudo

The East Asian Languages and Literatures Department offers courses in the Chinese and Japanese languages, literatures and cultures, a Chinese concentration, a Chinese minor, a Japanese minor and a study-abroad program, Associated Colleges in China (ACC). Courses focus on language acquisition and introduction to the cultures and civilizations of both countries. As much as possible, the first-year courses are taught in the target languages, while the upper-level courses are conducted entirely in Chinese or Japanese. The Chinese concentration emphasizes work in the original language as key to understanding China and China-related issues aiming at and preparing students for further studies in graduate schools and professional careers in international trade, government service, diplomacy, private business, journalism and related fields.

A concentration in Chinese consists of nine courses numbered 140 (Fourth-Term Chinese) or higher, 150 (Introduction to Chinese Culture, Society and Language), 220 (Advanced Chinese II), a 400-level course (must be 430 [Masterpieces of Chinese Literature] or above) taken in each semester of the senior year and 550 (Senior Project). A civilization or cultural course concentrating on China offered by another department may satisfy the 150 requirement. Consult the Chinese Program. A minor in Chinese requires five courses numbered 140 or higher, including 150, 220 and a 400-level course.

A minor in Japanese requires five courses. Those courses include at least three language courses beyond Japanese 120 (Elementary Japanese) (i.e., 130 Intermediate Japanese, 140 Intermediate Japanese and 200 Advanced Japanese) and one non-language course offered by the program. The fifth course may be either a language (220 Advanced Japanese and above) or a non-language course. Consult the Japanese Program.

Students of Chinese and Japanese are strongly encouraged to participate in study-abroad programs in China and Japan. Students of Chinese are eligible for the ACC program. Students of Japanese have the opportunity to study abroad through such programs as Kyoto Center for Japanese Language (Kyoto), CIEE-Sophia University (Tokyo) and Nanzan University (Nagoya). Consult the Japanese Program for details.

To obtain departmental honors, a student in Chinese must have an average of A- or better in all coursework in Chinese and must be a Chinese major. A student in Japanese must have an average of A- in all coursework in Japanese and must be a Japanese minor.

Study of the Chinese and the Japanese languages (Chinese 140/Japanese 140) in the East Asian Languages and Literatures Department also satisfies the requirement of the Asian Studies Program. Students are encouraged to strengthen their understanding of cross-cultural issues by integrating their language and culture studies with courses offered in Asian Studies.

Students interested in beginning or continuing their Chinese or Japanese language studies should make an immediate start with the 100- or 200-level courses or consult with the department chair. All 100-, 200- and 300-level courses taught in English are open to juniors and seniors without prerequisites.

Associated Colleges in China

Administered by the East Asian Languages and Literatures Department, the program provides summer, fall and spring study in Beijing (Capital University of Economics and Business) with intensive coursework through individualized instruction with a high level of participation and interaction. The courses are taught entirely in Chinese and encompass topics including advanced language, Chinese politics, society, economics, religion, art, folklore and literature. Unique features and activities of the program include the language pledge (speaking Chinese only), language practicum (individual projects conducted with local citizens), Chinese host families, Chinese language table, field trips in historically and culturally important sites outside of Beijing and extracurricular activities such as Taichi, Chinese cooking, calligraphy, etc.

The courses taken with ACC will count toward the Chinese concentration requirement. However, students with concentrations other than Chinese should consult with the appropriate department for transfer of credit for the concentration.

The ACC Program is open to sophomores, juniors and first-semester seniors. It is in principle a full-year program (summer, fall and spring); however, applications may be made for any of the three sections. To be admitted, students must take at least two semesters of Chinese, a course on the culture and civilization of China and have the permission of the ACC director.

For the most up-to-date listing of courses in East Asian Languages and Literatures, see www.hamilton.edu/catalogue/EastAsian.

Economics

Faculty

Stephen Wu, *Chair*

Erol M. Balkan (F,S)

James Bradfield

Selcuk Eren

Christophre Georges

Paul A. Hagstrom

Elizabeth J. Jensen

Derek C. Jones (NYC-F)

Chung-Chin Eugene Liu

Andrew W. Nutting

Ann L. Owen (F)

Jeffrey L. Pliskin

David Toomey

Julio Videras

Special Appointment

Stephen M. Owen

A concentration in Economics consists of 101 (Issues in Microeconomics), 102 (Issues in Macroeconomics), 265 (Economic Statistics), 275 (Microeconomic Theory), 285 (Macroeconomic Theory) and four elective courses. Math 113 (Calculus I) or its equivalent is one of the prerequisites for 275. Concentrators must complete a Senior Project in one of the ways described below. The Senior Project may be used as one of the four elective courses. The four elective courses must include at least two courses at the 400 level or above other than 426 (Seminar in Financial Economics) and 499 (Independent Study) and cannot include both 251 (Introduction to Public Policy) and 230 (Accounting). Concentrators must complete 265, 275 and 285 by the end of the junior year so that they may apply these analytical tools in their 400-level courses. Additionally, 265, 275 and 285 must be taken at Hamilton. For purposes of fulfilling the requirements for the concentration, the department does not classify any transferred courses at the 400 level or above. See the departmental Web site for additional information on procedures for transferring credit for economics courses taken off-campus. Exemption from these requirements is granted only in unusual cases. Since 265 is not open to students who have taken or are concurrently taking Math 253 (Statistical Analysis of Data) or Math 352 (Mathematical Statistics and Applications), these students must substitute 400 (Econometrics) for 265 in the requirements for the concentration.

Students planning graduate work in Economics should consult a member of the department for specific advice. They should take 400, selections from the other 400-level courses, 560 (Research Seminar) and obtain as strong a background in mathematics as possible. The sequence in calculus and linear algebra is required by virtually all good Ph.D. programs in Economics; additional work in mathematics, such as courses in differential equations and real analysis, is strongly recommended. Students who plan to study for an M.B.A. should complete at least one semester of calculus and should consult "Information for Prospective M.B.A. Students," a document available at the Career Center Web site, for additional recommendations.

The Senior Project can be satisfied either by a Senior Thesis or by a project in a designated 400-level course. The Senior Thesis is a written report of a project containing original work. Students writing a thesis must enroll in 560. All 400-level courses that fulfill the Senior Project requirement will have two course numbers associated with them to distinguish seniors who are using the course to fulfill the Senior Project requirement from other students. To use the course to fulfill the Senior Project requirement, seniors must enroll in the version numbered between 470-489. Projects in designated courses require a paper or a series of papers demonstrating a mastery of advanced methods, an understanding of the scholarly literature on a topic, or an understanding of the evolution of important issues in the discipline.

Departmental honors will be awarded to concentrators who demonstrate superior performance in Economics, as evaluated by members of the department. To be eligible for honors, a student must complete 400 and 560, have a grade point average of at least 88 for all courses taken in the department and write an outstanding Senior Thesis.

A minor in Economics consists of 101, 102, 275, 285 and one additional Economics course. If the student's concentration is in Public Policy, 101 and 102 cannot count in both the student's concentration and the minor. These courses will be used to satisfy concentration requirements, and they will be replaced by alternative courses in the minor requirements. These alternative courses will be chosen by the chair of the Economics Department in consultation with the director of the Public Policy Program.

Seniors may not preregister for 101 but may add this course at the beginning of each semester, space permitting.

*For the most up-to-date listing of courses in Economics, see
www.hamilton.edu/catalogue/Economics.*

Education Studies

Faculty

Susan A. Mason, *Chair*
Esther S. Kanipe (*History*)

Special Appointments
Victoria J. G. Stockton Allen
Barbara Britt-Hysell
Kim Wieczorek

Characterized by an inquiry-oriented approach to the field of education, coursework in this interdisciplinary minor is integrated into, rather than separated from, the liberal arts curriculum of the College. This course of study is recommended for students who are interested in school administration, public policy and education, school counseling, design and development of curriculum, educational assessment, K-12 private school teaching, graduate studies leading to teaching certification and other related fields. Support from local public school districts allows students to complete upward of 120 hours of field experience in the elementary, middle and/or secondary school environments. Credit-bearing field experiences are directed and governed by the Education Studies Program Committee.

The five-unit minor in Education Studies consists of 350-full unit (Seminar in Ethnography of Learning Environments), 370 (Education Practicum) and three other approved courses, and culminates in a final exhibition and/or portfolio presentation completed during the spring semester of the student's senior year and evaluated and assessed by the Education Studies Program Committee. As each student's interests and needs are unique, specific course selection beyond the required 350 and 370 will be individually determined with guidance and approval from the director in consultation with members of the Education Studies Program Committee.

Other than Education Studies courses, no more than two courses from a single department may be applied toward the minor. Courses applied toward meeting concentration requirements may not be applied toward a minor in Education Studies. Credit gained in any section of College Courses and Seminars 260 (Education in a Liberal Society) may be applied toward the minor. Placement for 370 is contingent upon the student achieving at least an 82 (B-) overall GPA and the approval of the director of the Education Studies Program.

***For the most up-to-date listing of courses in Education Studies, see
www.hamilton.edu/catalogue/EducationStudies.***

English

Faculty

Catherine G. Kodat, *Chair*
Naomi Guttman
Tina M. Hall
Curtis Roberts-Holt Jirsa
Aishwarya Lakshmi
Doran Larson (S)
Vincent Odamtten (F)
Onno Oerlemans
John H. O'Neill
Patricia O'Neill (FS)

Emily Rohrbach
Nathaniel C. Strout
Katherine H. Terrell (F,S)
Margaret O. Thickstun
Joseph R. Urgo
Steven Yao

Special Appointments
Austin E. Briggs, Jr.
Sharon Williams

The English Department offers two concentrations, one in the study of literature and one in Creative Writing.

Creative Writing

A concentration in Creative Writing consists of 10 courses: four workshops (215 Introductory Poetry and Fiction Workshop, 304 Intermediate Poetry Workshop, 305 Intermediate Poetry Workshop and 419 Seminar: Creative Writing) and six courses in literature written in English:

- 1) 204 (The Study of Poetry) and 205 (The Study of the Novel);
- 2) at least one course in pre-1700 literature;
- 3) at least one course in literature from 1700-1900;
- 4) at least one course in post-1900 literature;
- 5) at least one additional course (which may be 150 Introduction to Literary Study).

At least one literature course must be numbered 300 or higher. Either College 300 (The Art of the Cinema) or one course in a foreign literature taught in the original language (and not used to complete the language requirement; see below) may be used as one of the six literature courses. Courses in expository writing (Writing 110 Written Argument and English 310 Seminar in Expository Writing) do not count toward the concentration or minor in Creative Writing. Students may take no more than one Creative Writing workshop in a term. Transfer courses are not accepted as substitutes for the workshops.

Students who have not taken 150 must take 204 (The Study of Poetry) before taking 215. Alternative prerequisites (or direct AP placement) are not permitted for 215, 304, 305 or 419.

Students who wish to concentrate in creative writing must take 215 by the end of the sophomore year.

The Senior Program in Creative Writing consists of 419 (Seminar in Creative Writing).

Students who have attained distinguished achievement in the concentration at the end of the fall of their senior year (normally a 90 average) may be considered for honors. The department will recommend for honors students who receive an A- (92) or better on work submitted for honors and who earn a cumulative average of 90 or better in courses taken for the concentration (the cumulative average of 215, 304, 305 and 419 must also be 90 or better).

A minor in Creative Writing consists of five courses: two courses in literature (which may include 150), 215 and either 204 and 304 or 205 and 305. Students concentrating in English literature may not minor in Creative Writing.

English

The concentration consists of 10 courses in literature written in English:

- 1) at least one course from among 204, 205 and 206 (The Study of Drama);
- 2) at least two courses in pre-1700 literature;
- 3) at least two courses in literature from 1700-1900;
- 4) at least two courses in post-1900 literature;
- 5) at least one seminar, taken in the spring of the senior year;
- 6) at least two additional courses (one of which may be 150).

At least four of the 10 courses (including the senior seminar) must be numbered 300 or higher. Either College 300 or one course in a foreign literature taught in the original language (and not used to complete the language requirement; see below) may be counted for the concentration. The chronological period for a course is stated at the end of its course description. A few courses do not fit into one of the chronological periods. The cross-listed course 285 (Detective Story, Tradition and Experiment) fits into the post-1900 designation. Courses in expository writing (Writing 110 and English 310) and workshops in Creative Writing (215, 304, 305 and 419) do not count toward the concentration or the minor in English literature.

The Senior Program in English requires all concentrators to complete a 500-level seminar in literature during the spring of their senior year. These seminars may not be used to meet requirements 2-4.

The following are alternatives to 150 as a prerequisite for courses in literature: any writing-intensive course offered by the Department of Comparative Literature; French 200 (Introduction to French Studies), 211 (Introduction to French Literature I), and 212 (Introduction to French Literature II: The Emergence of Individualism); German 200 (Topics in Advanced Reading and Writing); Hispanic Studies 200 (Exploring Hispanic Texts), 201 (Spanish for Heritage/Bilingual Speakers), 210 (Introductory Study of Spanish Literature) and 211 (Introductory Study of Latin American Literature). Sophomores, juniors, and seniors may take either 206 or 267 without a prerequisite. Students from any class year with AP scores of 4 or 5 may take the following literature courses without a prerequisite: 204, 205 (spring only), 206, 221 (Introduction to Old English), 222 (Chaucer: Gender and Genre), 225 (Shakespeare), 256 (American Literature of the Nineteenth Century), 267 (Literature and the Environment).

Students who have attained distinguished achievement in the concentration at the end of the junior year (normally a 90 average) may be invited to write an honors thesis. Students so invited will submit a proposal in the fall of the senior year; students whose topics are approved will complete the thesis in the spring. The department will recommend for honors students who receive an A- (92) or better on the honors thesis and who earn a cumulative average of 90 or better in courses taken for the concentration.

A minor in English literature consists of five courses: at least one course from among 204, 205 and 206; at least one course from among 222, 225 and 228 (Milton); and three electives, one of which may be 150 and one of which must be at or above the 300 level. Students concentrating in Creative Writing may not minor in English literature.

A student considering certification in secondary education should complete 215 and either Writing 110 or English 310 in addition to the concentration requirements in literature. Students seeking advice about teacher education may consult with Margaret Thickstun or Susan Mason.

Language Requirement

Concentrators in Creative Writing and English literature must fulfill a language requirement:

1) completion of two courses at the college level in a language other than English (courses taught in a foreign language department in which class readings and discussions are in English may not be counted toward the foreign language requirement);

or

2) completion of 221 and 293 (The Making of English) (or equivalent courses in Old English and the history of the English language taken elsewhere and approved for transfer credit).

Courses taken to complete the language requirement may not be counted among the 10 courses for the concentration.

*For the most up-to-date listing of courses in English, see
www.hamilton.edu/catalogue/English.*

English for Speakers of Other Languages

Barbara T. Britt-Hysell, *Coordinator*

John Bartle (*German and Russian Languages and Literatures*)

English for Speakers of Other Languages (ESOL) is a program that provides a variety of services to a broad range of students for whom American English is not their first or native language. The program supports the various skills, abilities and proficiencies of students who are fluent or functional bilinguals. We aim to capitalize on the strengths of how culture and language factors affect learning, speaking, listening and reading as well as the writing process and the evaluation of academic writing. Activities and services include a weekly radio show, conversion tables, an interactive Web site, ongoing tutorial assistance and the two courses listed below.

Fundamentals of Composition I and II (101, 102) are designed to assist ESOL students in sharpening their writing skills for college-level work in all academic disciplines. Both courses focus on teaching students how to organize standard academic essays and how to form clear, coherent arguments at the college level. Fundamentals of Composition I is limited to first-year students. Fundamentals of Composition II is open to all students. Both provide regular academic credit toward graduation requirements and satisfy the College-wide requirements of writing-intensive courses.

For those interested in earning ESOL tutoring or teaching certificates, please see the courses Methods for Tutoring ESOL (quarter-credit) and Teaching ESOL (full credit) under Education Studies.

For the most up-to-date listing of courses in English for Speakers of Other Languages, see www.hamilton.edu/catalogue/ESOL.

Environmental Studies

Faculty

Onno Oerlemans, *Chair (English)*

Peter Cannavò (*Government*)

Eugene W. Domack (*Geosciences*)

Katheryn H. Doran (*Philosophy*)

Michael McCormick (*Biology*)

William A. Pfitsch (*Biology*)

Todd W. Rayne (*Geosciences*)

Richard H. Seager (*Religious Studies*) (MFE, F)

Julio Videras (*Economics*)

The field of Environmental Studies concerns human interaction with the world in which we live. The Environmental Studies Program offers an opportunity to explore that interaction from a variety of perspectives and using the tools of different academic disciplines. A number of departments contribute courses in this interdisciplinary field.

The concentration in Environmental Studies encourages both interdisciplinary breadth and divisional focus. Students work closely with faculty advisors to develop an individualized plan of study. The concentration consists of 13 courses:

- Four introductory foundation courses including 150 (Society and the Environment) and 250 (Interpreting the American Environment);
- Three core courses within one of three separate divisional tracks (humanities, social sciences and natural sciences);
- Four electives chosen from a course list in the focus track;
- An elective from one of the non-focus divisional tracks;
- And 550, the Senior Project.

A complete description of the Senior Project is available from members of the advisory committee. A maximum of four credits may be transferred into the concentration from study off-campus with prior approval. Students who have earned a B+ (88) average in courses toward the concentration may receive honors in Environmental Studies through distinguished work on the Senior Project.

The minor in Environmental Studies consists of five courses, including 150 and four electives, three chosen from courses with an explicit environmental focus (indicated by an * in the list published online), one of which must be above the 100 level and one chosen from any course on the list available online. The four electives must include at least one course from within and one course from outside the natural sciences. A student may count at most two courses from a single department toward the minor. A student may count for the minor at most two courses from programs away from Hamilton. A score of 4 or 5 on the AP Environmental Science exam may allow a student to place out of 150; it may not be used as a credit toward the Environmental Studies concentration or minor.

For the most up-to-date listing of courses in Environmental Studies, see www.hamilton.edu/catalogue/EnvironmentalStudies.

Foreign Languages

A concentration in Foreign Languages requires the completion of eight courses in at least two foreign languages, including at least two 200-level courses and one 300-level course in each.

Students may combine courses from Classics (Greek, Latin); East Asian Languages and Literatures (Chinese, Japanese); German and Russian Languages and Literatures/German Studies (German); French; Russian Studies (Russian); and Hispanic Studies (Spanish). The combination may be departmental or interdepartmental. Students wishing to count other languages or work done at other institutions toward the concentration must receive approval from the chair of the appropriate department. All concentrators in Foreign Languages will be required to pass language proficiency tests in two foreign languages. Additional requirements for an appropriate senior or honors program will be set by the chairs of the departments of concentration.

Besides a broad program of language study on campus, the College administers study-abroad programs in China, France and Spain. In addition, Hamilton is a member of the American Collegiate Consortium Exchange Program for study in Russia and other republics of the former U.S.S.R., as well as of the Intercollegiate Center for Classical Studies in Rome and the American School of Classical Studies in Athens. (For further information, see “Academic Programs and Services.”)

Students are advised to begin, or continue, their study of a foreign language early in their college career. Instruction in the following languages is offered at Hamilton:

Chinese (see East Asian Languages and Literatures)

French (see French)

German (see German and Russian Languages and Literatures/German Studies)

Greek (see Classics)

Japanese (see East Asian Languages and Literatures)

Latin (see Classics)

Russian (see Russian Studies)

Spanish (see Hispanic Studies)

For the most up-to-date listing of courses in Foreign Languages, see www.hamilton.edu/catalogue/ForeignLanguages.

French

Faculty

John C. O'Neal, *Chair*
Martine Guyot-Bender (JYF)
Roberta L. Krueger
Cheryl A. Morgan (E,S)
Joseph E. Mwantuali

Joan Hinde Stewart
Special Appointments
Mireille Aboumrad
Ophélie Hémonin

A concentration in French consists of nine courses numbered 140 or higher, including 200 (Introduction to French Studies); 211 (Introduction to French Literature I) or 212 (Introduction to French Literature II: The Emergence of Individualism); 250 (Exploring Contemporary France) or 280 (Francophone Cultures); two 400-level courses; and two electives at the 300 or 400 level. An additional quarter-credit course, 395 (Stylistics, Critical Approaches, Research Methods), is also required in the senior year. Any history, civilization or culture course offered by another department and concentrating specifically on France or another Francophone country satisfies the 250-280 requirement but will not count as one of the nine concentration courses.

During their senior year, concentrators in French must: 1) enroll in at least one 400-level course during both the fall and spring semesters; one of these courses must focus on a period before 1800; 2) complete a one-quarter credit course, 395; 3) complete a substantial research paper in a 400-level course, normally in the spring semester; 4) participate in an assessment of their oral proficiency in an interview conducted by outside examiners early in the spring semester. Concentrators may not normally fulfill the requirement for the major through the election of a 200-level course during their senior year. A complete description of the Senior Program is available in Christian Johnson 202.

To attain honors in French, students must have an average of A- or better in all coursework in the department and must, during the spring semester of their senior year, complete a third course, 550 (Honors Project), with an average of A- or better on both the required paper and the oral defense. Candidates for honors are exempt from writing a research paper in their required 400-level class; they will fulfill all other requirements of the class.

A minor in French consists of five courses numbered 140 or higher, including at least one literature course and one course at the 300 level or higher.

Hamilton College Junior Year in France

After a preliminary orientation in Biarritz and Paris, students register at the Université de Paris III. In consultation with the director, they select a program of four courses per semester from those offered at Paris III or at other institutes such as the Institut d'Etudes Politiques, the Institut Catholique and the Ecole du Louvre. In addition, a number of special courses taught by French professors are arranged by Hamilton in Paris.

The Université de Paris and the special institutes announce their courses at the beginning of each academic year. The director makes specific course information available to students as soon as possible. Many varied courses in art history, economics, French language and literature, history, music, philosophy, political science, sociology and theatre are offered. Students are urged to take at least one semester of a language class and are encouraged to select a balanced program of courses in different disciplines. A detailed description of selected courses offered in 2007-08 is contained in the program's catalogue.

All courses taken with the Hamilton College Junior Year count toward the graduation requirement. However, students with concentrations other than French must consult with the appropriate department before departure about transfer of credit for the concentration.

The Hamilton College Junior Year in France is for a full academic year. The department believes that far greater linguistic and cultural benefits are gained from an academic year in France than from a semester. Concentrators and other serious language students are therefore encouraged to participate in the nine-month program. A semester option is available, however, to pre-med students, students majoring in the sciences (including mathematics and computer science) and students whose academic plans necessitate attending another semester program in another country.

*For the most up-to-date listing of courses in French, see
www.hamilton.edu/catalogue/French.*

Geoarchaeology

Faculty

David G. Bailey (*Geosciences*)

George T. Jones (*Anthropology*) (F,S)

Geoarchaeology uses geologic methods and principles to enhance interpretations of the archaeological record, focusing on such issues as geochronology and stratigraphic succession, processes of deposition and diagenesis, paleoenvironmental reconstruction and landscape evolution. Designed for students with shared interests in geology and archaeology, the concentration builds on the common histories and research domains of these fields.

A concentration in Geoarchaeology consists of 10 units of credit taken from the existing curricula of the Anthropology and Geosciences departments. Required courses include: Archaeology 106 (Principles of Archaeology) and Principles of Geoscience (Geosciences 103 to 122); Archaeology 325 (Analytic Methods in Archaeology); two courses from Archaeology 210 (The Archaeology of Cultural Collapse), 243 (North American Prehistory), 245 (Human Ancestors) or 249 (The Archaeology of Continental Discovery); Geosciences 211 (Sedimentary Geology) or 222 (Earth's Climate: Past and Future); two courses from Geosciences 220 (Mineralogy), 236 (Soils and the Environment) or 290 (Paleontology); Geoarchaeology 360 (Quaternary Geochronology); and Geoarchaeology 500-501 (Senior Project). Concentrators must fulfill their Senior Project requirement through satisfactory completion of 500-501. Honors will be awarded on the basis of excellence in coursework and a superior Senior Project.

Students are encouraged to take one or both field courses (Archaeology 280, Archaeological Field Course, and Geosciences 265, Field Studies). Students considering careers in geoarchaeology or related fields should take additional courses in biology, chemistry and other sciences.

***For the most up-to-date listing of courses in Geoarchaeology, see
www.hamilton.edu/catalogue/Geoarchaeology.***

Geosciences

Faculty

Todd W. Rayne, *Chair*

David G. Bailey

Cynthia R. Domack

Eugene W. Domack

Barbara J. Tewksbury

A concentration in Geosciences consists of 11.5 units of credit in courses including one course in Principles of Geoscience (103 to 122), 209 (Hydrogeology), 211 (Sedimentary Geology) or 222 (Earth's Climate: Past and Future), 220 (Mineralogy), 230 (Structural Geology), 290 (Paleontology), 310 (Igneous and Metamorphic Petrology), 510-511 (Senior Project) and one other course in geosciences numbered 200 or higher. A sequence of two courses in one of the supporting sciences is also required: (Chemistry 120 Principles of Chemistry) and a second chemistry course numbered 190 or above; Physics 100 (Survey of Physics I) and 105 (Survey of Physics II) or 190 (The Mechanical Universe) and 195 (Waves and Fields); Math 113 (Calculus I) and 114 (Calculus II); Computer Science 110 (Introduction to Computer Science) and 111 (Data Structures); or Biology 110 (Principles of Biology: Organismal) and 111 (Principles of Biology: Cellular and Molecular). The supporting science requirement must be discussed with the departmental supporting science advisor at the time the concentration is declared and should be completed before the start of the senior year. A Senior Project is required (510-511) for the concentration, and a complete description of the program is available from the chair. All concentrators, especially those planning a career in the earth and environmental sciences, should take additional courses in chemistry, mathematics, physics, computer science and biology according to the student's interests. Departmental honors will be awarded on the basis of excellence in coursework, a superior Senior Project and completion of two additional courses in the supporting sciences as listed above.

A minor consists of a course in Principles of Geoscience and four units of credit in other courses at the 200 level or above that are approved by the department.

Students interested in careers in oceanography should consider concentrations in chemistry or mathematics with supporting courses in geology including 112 (Principles of Geoscience: Ocean Science), 210 (Glacial Geology), 211 (Sedimentary Geology), 220 (Mineralogy), 222, 241 (Plate Tectonics), 320 (Micropaleontology) and 370 (Coastal Geology and Environmental Oceanography) and Biology 213 (Marine Biology). Students interested in careers in meteorology should consider concentrations in physics or mathematics with supporting courses in geology including 112, 210, 222, 240 (Meteorology) and 285 (Antarctica and Global Change) and Chemistry 265 (Inorganic Chemistry and Materials).

A small number of seats for juniors and seniors are reserved in some of our 100-level courses.

*For the most up-to-date listing of courses in Geosciences, see
www.hamilton.edu/catalogue/Geosciences.*

German and Russian Languages and Literatures

John Bartle, *Chair*

German

Faculty

Joseph T. Malloy

Mihaela Petrescu

Edith Toegel (FS)

Special Appointment

Mario Dunkel

A concentration in German consists of eight courses numbered 130 or higher, including 310 (From Goethe to Grass: Survey of German Literature), a 400-level seminar in the fall and the Senior Project (500) in the spring of the senior year. Two courses in translation may be counted toward the concentration. Students may earn departmental honors through distinguished achievements in the courses approved for concentration and on the Senior Project.

A minor in German consists of five courses numbered 130 or higher, including 200 (Topics in Advanced Reading and Writing) and 310. One course in translation may be counted toward the minor. Study abroad in a German-speaking country is strongly encouraged.

For a listing of courses in Russian language and literatures, see Russian Studies.

***For the most up-to-date listing of courses in German, see
www.hamilton.edu/catalogue/German.***

German Studies

Faculty

Joseph T. Malloy
Mihaela Petrescu
Edith Toegel (FS)

Special Appointment
Mario Dunkel

German Studies is an interdisciplinary concentration focusing on the language, literature, culture, historical development and politics of German-speaking countries. The concentration in German Studies consists of nine courses that must include 310 (From Goethe to Grass: Survey of German Literature) or equivalent from study abroad, 500 (Senior Project) and seven courses from the list of approved courses available online. No more than two courses from departments outside of German and no more than two additional literature courses (in German or in translation) may be counted. The Senior Project must incorporate German language sources and may be written in English or German. To attain honors students must have an average of A- or better in all coursework for the concentration, including the senior project. The German program also offers beginning German language (110 First-Term German, 120 Second-Term German), but only courses numbered 130 or above count toward the concentration. Semester- or year-long study abroad in a German-speaking country is strongly encouraged.

A German Studies minor consists of five courses. Fifth-semester language proficiency (200 Topics in Advanced Reading and Writing) and one German literature course in translation are required.

*For the most up-to-date listing of courses in German Studies, see
www.hamilton.edu/catalogue/GermanStudies.*

Government

Faculty

Stephen W. Orvis, *Chair*
Frank M. Anechiarico (DC-F)
Alan W. Cafruny (F)
Peter F. Cannavó
Dingding Chen
Carol A. Drogus
Theodore J. Eismeier
Philip A. Klinkner
Timothy Lehmann
Cheng Li (F,S)
Robert W. T. Martin

Shelley McConnell
David C. Paris
Sharon W. Rivera
Nicholas Tampio
Edward S. Walker, Jr. (DC-S)
P. Gary Wyckoff

Special Appointments

Marc Elias
Samuel W. Lewis
Judith Owens-Manley

The department offers concentrations in Government, World Politics and Public Policy as follows:

Government

A concentration in Government consists of 10 courses: 116 (The American Political Process), 117 (Introduction to Political Theory) and either 112 (Comparative Politics) or 114 (International Relations), with at least one of these being writing-intensive, and seven additional courses at the 200 level or above. Of these seven courses, at least two must be in international relations or comparative politics, at least two must be in American politics or political theory, at least two must be at the 300 level, and one must be the Senior Project (550). A minor in Government consists of five courses, with at least two of these at the 200 level or above.

Honors in Government or World Politics require a GPA of 91 in the major by the end of the sixth semester and the successful completion of 549 (Honors Seminar) and 551 (Senior Honors Thesis).

World Politics

The World Politics major involves the study of politics on a global scale, including both international relations and politics within nations. In order to understand the complex interplay of international and national politics, all World Politics majors study the philosophical and moral bases of various political systems; the history of the modern international system; the political economy of global power and wealth; and the key issues for U.S. foreign policy. To achieve this understanding, all World Politics majors are required to take the following core courses: 112, 114, 117 (one of which must be writing-intensive); 290 (U.S. Foreign Policy) and 291 (International Political Economy); and 550. Students complete the major by focusing either on a particular region of the world (Africa, Asia, Latin America, Middle East, Russia and Eastern Europe, Western Europe) or a thematic topic (poverty and inequality in world politics, democratization, international law and organization, international security, politics of the global economy, nationalism and identity in global politics). In consultation with their advisor, students will select five related courses in their area or theme from a variety of departments. One of these must be at the 300 level in government. For students focusing on a region of the world, one of the five courses must be in an appropriate language at the fourth-semester level or above. Students may also design their own thematic track with the advice and consent of their advisor. The advisor will approve each student's course list after the major is declared.

Public Policy

See the Public Policy section in this catalogue.

The Hamilton Program in Washington, D.C.

The Hamilton Program in Washington, D.C., offered each semester, combines regular academic study with the experience and understanding gained by working in congressional and executive offices. Four credits are awarded toward graduation, two of which (325 Term in Washington: Seminar and 327 Term in Washington: Independent Research) count toward a concentration in Government, and up to two may be counted toward a concentration in World Politics or Public Policy. To qualify, a student must have taken at least one of the following: 208 (Political Parties and Elections), 210 (Interest Groups), 251 (Introduction to Public Policy), 290, 334 (Congress and the Presidency), 338 (American Public Administration) or obtained the consent of the department. The program is not restricted to those concentrating in Government. It is also open to selected students from other colleges.

*For the most up-to-date listing of courses in Government, see
www.hamilton.edu/catalogue/Government.*

Hispanic Studies

Faculty

M. Cecilia Hwangpo, *Chair*

Yolanda E. Aguila

Jessica N. Burke

Soledad Galvez

Victoria Rivera-Cordero

Santiago Tejerina-Canal (FS)

Special Appointment

Jeremy T. Medina

The Hispanic Studies Department offers a diverse curriculum that includes Spanish language study for both non-heritage and heritage speakers, and Latin American, Spanish and U.S. Latino/a literature and culture studies. In our Centro Universitario de Estudios Hispánicos in Madrid we also offer courses in social sciences, art, cinema and dance. The Hispanic Studies concentration consists of nine courses numbered 140 or higher, including 200/201 (Exploring Hispanic Texts/Spanish for Heritage/Bilingual Speakers); 210 (Introductory Study of Spanish Literature) or 211 (Introductory Study of Latin American Literature); one elective in the 200 series; three electives at the 300 level or above — including at least one in both Latin American and Peninsular fields (one of these must focus on literature before 1800) — and one course at the 400 level. Concentrators must also fulfill a cultural requirement that can be met through study abroad or a cultural studies course. Any course offered by another department that focuses specifically on Latin America, Spain or U.S. Latinos/as may satisfy the 200-level requirement but will not count as one of the nine concentration courses. Concentrators may include one course in translation as one of the required courses for the major. Five of the nine courses required for the major must be taken at Hamilton. It is strongly advised that all concentrators study abroad in a Spanish-speaking country.

In order to complete the Senior Program, senior concentrators in Hispanic Studies (non-honors candidates) will: 1) enroll in a 300-level course or 400 (Senior Seminar Topic for 2007-08: Poetics of the Body in Early Modern Spain: Representation of the Body in Literature, Painting and Cinema) in the fall semester, and a 400-level course in the spring semester (in the spring seniors will complete a research project in a 400-level course; spring semester advanced courses are doubly designated as 300/400 [e.g. 310/410], in order to distinguish seniors who are writing the senior research project from other students. Thus if a senior plans to take more than one advanced course in the spring, he/she should take only one course at the 400 level); 2) participate in an assessment of oral proficiency in an interview conducted by outside examiners in the fall semester. Concentrators may not normally fulfill the requirement for the major through the election of a 200-level course during their senior year.

Senior honors candidates will: 1) enroll in 400 in the fall semester; 2) enroll in 550 (Honors Project) and complete a Senior Thesis in the spring semester; 3) participate in an assessment of oral proficiency in an interview conducted by outside examiners in the fall semester. In order to attain honors in Spanish, students must have an average of 90 or better in the nine courses required for the major and must complete 550 with an A- or better. Senior honors candidates who are studying in Spain (with HCAYS) during the fall of their senior year are exempt from the 400 requirement. A complete description of the Senior Program is available in Christian Johnson 202.

The Hispanic Studies minor consists of five courses numbered 140 or higher, including 200/201 and 210/211, and at least one course at the 300 level. One of these courses may be taken in translation. Three of the five courses for the minor must be taken at Hamilton.

The Academic Year in Spain

The Academic Year in Spain was established in 1974 to offer the highest interdisciplinary academic standards in foreign study programs (distinguished professors, small classes and a rigorous Spanish-only pledge), along with careful attention to the intellectual, cultural and social needs of each student. Directors-in-residence are drawn from the Department of Hispanic Studies at Hamilton College. The program is administered at Hamilton by a general director and by the programs abroad committee, and representatives of Swarthmore and Williams Colleges serve as directing advisors to the program and are instrumental in deciding important curricular and administrative matters and in long-range planning. Also affiliated with the program are Amherst College and Princeton University. A board of advisors, drawn from such institutions as Bates, Brown, Bryn Mawr, Bucknell, Colby, Grinnell, Harvard, Reed, Scripps, Smith, Stanford, Wellesley and Yale, further helps in matters of recruitment and student preparation. All courses are taught entirely in Spanish and include language and linguistic studies, culture studies and study in the social sciences. Courses offered include advanced language, the art of translation, the history of Spanish art, cinema, analysis of poetic texts, Cervantes, contemporary theater, 19th- and 20th-century Spanish and Latin American narrative, contemporary Spanish and Latin American history, the economy of Spain, anthropology, sociology, contemporary Spanish politics, flamenco and studio art. The program also offers internships sculpted to each student's area of interest and preparation. Students are taught by faculty members from leading universities in Madrid. The Centro Universitario de Estudios Hispánicos, HCAYS headquarters, is located within the "Ciudad Universitaria" of Madrid, next to the Complutense University and the University of San Pablo, an HCAYS affiliate (students may opt to take one course at the University of San Pablo). Language and civilization classes form part of the fall orientation program in the northern coast village of Comillas, while a similar orientation for spring students takes place in the beautiful town of Nerja on the southern coast. Frequent group excursions throughout Spain complement the rich academic and social opportunities offered to students in Madrid. The program is open to sophomores, juniors and first-semester seniors. Although the program is designed for a full year, application may be made for either the fall or spring session. To be eligible, students must normally have completed at least one 200-level Hispanic studies course and have a strong academic average.

*For the most up-to-date listing of courses in Hispanic Studies, see
www.hamilton.edu/catalogue/HispanicStudies.*

History

Faculty

Thomas A. Wilson, *Chair*
Douglas Ambrose
Kevin P. Grant (F)
Christopher Hill
Maurice Isserman
Esther S. Kanipe

Shoshana Keller
Alfred H. Kelly (S)
Andrew Lewis
Robert L. Paquette
Lisa N. Trivedi (F)
Chad L. Williams (FS)

A concentration in History consists of 10 courses. Each concentrator must take a 100-level history course, and no more than one 100-level course may be counted toward the concentration. All 100-level courses are writing-intensive and are designed to prepare the student for upper-level courses. At least two places will be reserved in each 100-level course for juniors and seniors. A concentrator must also take at least four courses at the 300 level or higher.

A concentrator's courses must provide acquaintance with a minimum of three areas from among Africa, Asia, Europe, Latin America, the Middle East, Russia and the United States. At least three courses must focus upon areas outside of Europe and the United States. A concentrator in History must also take at least one course in premodern history. The department encourages concentrators to develop competence in a foreign language and to use that competence in their historical reading and research.

Concentrators may fulfill the department's Senior Program requirement through satisfactory completion of either of the following options:

Research Seminar (401). Concentrators may fulfill the Senior Program requirement through satisfactory completion (a grade of at least C-) of the research seminar. This course may emphasize the critical evaluation of scholarship in a specific field, culminating in a historiographical essay, or primary research culminating in an original essay.

Independent Senior Thesis (550: one course credit). Concentrators with a departmental grade point average of 88 or higher may, with the permission of the department, pursue an individual project under the direct supervision of a member of the department. To earn departmental honors, concentrators must have a departmental grade point average of 90 or above in their coursework and earn a grade of A- or higher for the independent Senior Thesis. Finally, to earn departmental honors, concentrators must complete at least one year of college-level study in a foreign language and make a public presentation of the Senior Thesis.

A minor in History consists of five courses, of which only one can be at the 100 level and at least one must be at the 300 level or higher, as approved by the department.

A student wishing to be certified to teach social studies in grades 7-12 should contact Susan Mason, director of the Education Studies Program, as early as possible.

***For the most up-to-date listing of courses in History, see
www.hamilton.edu/catalogue/History.***

Latin American Studies

Faculty

Dennis Gilbert (*Sociology*), *Chair*

Jessica N. Burke (*Hispanic Studies*)

Carol A. Drogus (*Government*)

Mihyang Cecilia Hwangpo (*Hispanic Studies*)

Bonnie Urciuoli (*Anthropology*)

The interdisciplinary minor in Latin American Studies consists of five courses including a course in Latin American history; Sociology 225 (Latin American Society) or Government 216 (Politics in Latin America); one Hispanic Studies course at level 140 or higher from the list available online; and two additional courses listed online. Currently, it is not possible for students to complete all the requirements for the minor with courses offered on campus. Students who would like to use courses taken at other institutions or in study-abroad programs should consult with the program director.

For the most up-to-date listing of courses in Latin American Studies, see www.hamilton.edu/catalogue/LatinAmerican.

Mathematics

Faculty

Richard E. Bedient, *Chair*
Debra L. Boutin
Sally Cockburn
Zachariah Dietz
Robert Kantrowitz

Timothy J. Kelly (S)
Larry E. Knop
Michelle LeMasurier
Robert Redfield (S)

A concentration in Mathematics consists of the required courses 113 (Calculus I), 114 (Calculus II) or 215 (Vector Calculus), 224 (Linear Algebra), 231 (Introduction to Optimization) or 235 (Differential Equations) or 253 (Statistical Analysis of Data), 314 (Real Analysis), 325 (Modern Algebra), 437 (Senior Seminar) and two electives, of which at least one must be at the 300 level or higher. Concentrators fulfill the Senior Program requirement by taking 437. It should be taken in the fall of the student's senior year, and all lower-numbered required courses, with at most one exception, should be completed prior to that time. Physics 320 (Topics in Mathematical Physics) may be counted as a lower-level elective toward the concentration. Students may earn departmental honors by completing courses that satisfy the concentration with an average of not less than 91, by taking a third elective that is at the 300 level or higher, and by making a public presentation to the department on a mathematical topic during their junior or senior year.

A minor in Mathematics consists of 113, 224 and three Mathematics electives. One of the electives is normally 114 or 215, and at least one of them must have 224 as a prerequisite.

*For the most up-to-date listing of courses in Mathematics, see
www.hamilton.edu/catalogue/Mathematics.*

Medieval and Renaissance Studies

Faculty

Roberta L. Krueger, *Chair (French)* John C. McEnroe (*Art History*)
Lydia R. Hamessley (*Music*) Katherine H. Terrell (*English*)

The Medieval and Renaissance Studies Program offers an interdisciplinary minor consisting of five courses taken within at least three disciplines (Art History, English, French, Hispanic Studies, History, Music). One of the five courses must be a history course and two of the courses must be taken in the same department.

For complete information about the courses from which to choose to fulfill the minor, consult the online catalogue.

For the most up-to-date listing of courses in Medieval and Renaissance Studies, see www.hamilton.edu/catalogue/MedievalandRenaissanceStudies.

Music

Faculty

G. Roberts Kolb, *Chair*
Armando J. Bayolo
Heather R. Buchman
Lydia R. Hamessley
Robert G. Hopkins
Samuel F. Pellman
Michael E. Woods

Special Appointments

Rick Balestra
Suzanne Beevers
Stephen Best
Janet Brown
Daniel Carno
Paul Charbonneau
Mike Cirmo
Colleen Crafton
Jon R. Garland

Linda Greene
Eric Gustafson
Jim Johns
Lauralyn Kolb
Allan Kolsky
Ursula Kwasnicka
Raymond W. Larzelere
Rick Montalbano
Colleen R. Pellman
Vladimir Pritsker
Darryl Pugh
Gregory Quick
John Raschella
Monk Rowe
Jeff Stockham
Sar-Shalom Strong
Ubaldo Valli

A concentration in Music consists of one course credit in performance (from among courses in solo performance and/or group performance except those graded S/U), 209 (Theories of Music: Counterpoint and Harmony), 210 (Theories of Music: Musical Forms), 251 (Music in Europe Before 1600), 252 (Music in Europe, 1600 to 1900), 253 (Music in Europe and America Since 1900), 254 (Studies in World Music) or 259 (Studies in Jazz), 280 (Intermediate Aural Skills), 281 (Intermediate Keyboard Skills), 350 (Topics in Music), 351 (Topics in Music) and the Senior Project, 450-451. A more complete description of the Senior Project is available from the department. Concentrators are also expected to participate in departmental ensembles each semester. Students contemplating graduate work in Music should consult with a member of the department at an early date. Honors in Music will be awarded on the basis of a cumulative average of 90 or above in all courses required for the major, as well as distinguished achievement on the Senior Project.

A minor in Music comprises five courses: 209, two courses from among 251, 252, 253 and 254 or 259; one course credit in performance (from among courses in solo performance and/or group performance except those graded S/U); and one other full-credit course except 109.

Music 104 (Masterpieces of Western Music), 108 (From Words to Song), 154 (Music of the World's Peoples) and 160 (History of Jazz) are open to juniors; 109 (Theories of Music: Fundamentals) is open to both juniors and seniors. Juniors and seniors without prior courses in the department may enroll in 258 (Opera) and 425 (Seminar: American Folk Revivals).

*For the most up-to-date listing of courses in Music, see
www.hamilton.edu/catalogue/Music.*

Neuroscience

Faculty

Douglas A. Weldon, *Chair (Psychology)*

George A. Gescheider (*Psychology*) (F,S)

Herman K. Lehman (*Biology*)

The departments of Biology and Psychology offer an interdisciplinary concentration in Neuroscience. The concentration consists of 12 courses, which must include: Biology 110 (Principles of Biology: Organismal) and 111 (Principles of Biology: Cellular and Molecular), or 115 (Biology: Fundamentals and Frontiers) and another biology course at the 200 level or above; Chemistry 120 (Principles of Chemistry) or 125 (Principles of Chemistry: Theory and Applications), and 190 (Organic Chemistry I); Psychology 101 (Introductory Psychology), 205 (Introduction to Brain and Behavior) and 280 (Statistics and Research Methods in Psychology); a biology or psychology elective at the 200 level or above, or Chemistry 270 (Biological Chemistry); Psychology/Biology 330 (Topics in Neuroscience Research: Neural Plasticity); Psychology 350 (Psychophysics and Sensory Physiology); or Psychology 370 (Research Approaches in Cognitive Neuroscience); Biology 357 (Cellular Neurobiology); and the Senior Project. Program honors recognize the distinguished achievement of students who excel in their coursework in the concentration, including the Senior Project. Students considering graduate work in Neuroscience are advised to take Chemistry 255 (Organic Chemistry II), Mathematics 113-114 (Calculus I-Calculus II), Computer Science 110-111 (Introduction to Computer Science-Data Structures) and Physics 100-105 (Survey of Physics I-Survey of Physics II).

***For the most up-to-date listing of courses in Neuroscience, see
www.hamilton.edu/catalogue/Neuroscience.***

Oral Communication

Faculty

Susan A. Mason, *Director*

James Helmer, *Coordinator*

Though not a concentration, courses in Oral Communication enable students to develop thinking and communication skills necessary for success in other Hamilton courses requiring intensive interaction, such as Proseminars, College Courses and Seminars and the Senior Program. Through variable credit instruction in classrooms, labs and in the field, students experience a wide variety of innovative learning opportunities. Oral Communication coursework provides regular academic credit toward graduation requirements. Unless otherwise noted by a concentration, Oral Communication credits may not be applied toward requirements for a student's concentration.

For the most up-to-date listing of courses in Oral Communication, see www.hamilton.edu/catalogue/OralCommunication.

Philosophy

Faculty

Katheryn H. Doran, *Chair*
John Ceballes
A. Todd Franklin
Marianne Janack
Alan Kim

Russell Marcus
Kirk E. Pillow (F,S)
Laura Purdy
Robert L. Simon
Richard W. Werner (F,S)

The concentration in Philosophy consists of 10 courses:

1. 201 (History of Ancient Western Philosophy), 203 (History of Modern Western Philosophy), 355 (Contemporary Philosophy) and 550 (Senior Seminar).
2. One logic course: either 200 (Critical Reasoning) or 240 (Symbolic Logic).
3. Three additional courses at or above the 400 level, none of which may be cross-listed from outside the department.
4. Two electives in philosophy, with no more than one of them at the 100 level and no more than one of them cross-listed from outside the department.

Concentrators must take at least one 400-level course from epistemology, metaphysics or philosophy of science, and another from the history of philosophy, ethics or aesthetics. Courses cross-listed from outside the department will not be counted toward the concentration without approval of the department.

Concentrators normally complete 201, 203 and the logic requirement (either 200 or 240) by the end of their sophomore year. Concentrators normally complete 355 by the end of the junior year.

Senior concentrators complete the Senior Seminar (550) in the fall of the senior year. Each student in 550 will complete a senior writing project. Concentrators planning to do theses (551 Senior Thesis) in the spring will also work on thesis proposals. Students will be admitted to 551 only if a formal thesis proposal submitted in the fall is approved by the department. Candidates for honors must have a cumulative average of 90 in their Philosophy courses, have had their 551 proposals accepted by the department, and submit and successfully defend orally the 551 thesis during the spring semester of their senior year.

A minor in Philosophy can be of two kinds: standard (five courses consisting of either 200 or 240, 201, 203 and two other courses); or correlative (five courses in philosophy related to the field of concentration and approved by the department).

First-year students, sophomores and juniors may enroll in 200, 201 or 203 with no prerequisites.

*For the most up-to-date listing of courses in Philosophy, see
www.hamilton.edu/catalogue/Philosophy.*

Physical Education

Faculty

Jonathan Hind, *Director*
Tobin Anderson
Scott Barnard
T. J. Davis
Colette Gilligan
Philip Grady
Brett C. Hull
Ellen Hull
James C. King III
Patricia Kloidt
Brendon Knight
Alexis Manhertz
Perry Nizzi
William J. Spicer

Stephen P. Stetson
Eric S. Summers
David W. Thompson
Michael A. Tracy
Susan Viscomi

Coaches

Tim Byrnes
Sally Cockburn
Preston Denby
Al Highducheck
Gillian McDonald
Kathy Wilmot

All enrolled students are required to participate in a Physical Education program for individual development. This “lifetime carryover” program is based on the theory that it is as important to develop a healthy body and a love of sports as it is to provide scope for the skilled athlete.

There is a five-part requirement:

- 1) A physical fitness test (a course is offered for those who do not pass);
- 2) A swim test (beginning swimming is offered for those who do not pass);
- 3) and 4) Two lifetime activity classes;
- 5) May be met by completing one unit of the following:
intercollegiate athletics
wellness seminar
lifetime activity class.

Lifetime activity classes include the following: aerobics, badminton, fitness, golf, jogging, lifeguard training, power walking, racquetball, scuba, skating, squash, swimming, tennis, toning and volleyball.

Upon passing the physical fitness and swimming tests and successfully completing the three other parts of the requirement, a student shall have completed the Physical Education requirement.

Activities may not be repeated for credit, nor may a student be given intercollegiate credit and also receive credit for a similar class (e.g., a hockey player may not receive credit for ice skating).

Except under unusual circumstances, it is expected that the requirement will be completed in the first year. All students must complete the requirement by the end of four semesters in residence and may not study abroad or away without completing it. Students with physical disabilities may enter an individual program approved by the director of physical education.

For the most up-to-date listing of courses in Physical Education, see www.hamilton.edu/catalogue/PhysEd.

Physics

Faculty

Ann J. Silversmith, *Chair*
Brian Collett
Natalia Connolly
Gordon L. Jones
Seth A. Major

Peter J. Millet

Special Appointment
Jim Schreve

A concentration in Physics consists of 10 courses: 190 (The Mechanical Universe), 195 (Waves and Fields), 290 (Quantum Physics), 295 (Electromagnetism), 390 (Research Seminar), 550 (Senior Research Project) and four other courses chosen in consultation with an advisor who is a member of the Physics faculty. Normally at least one of the electives will be selected from Physics courses at the 300 level or above. Students who wish to prepare for graduate school in Physics or Engineering should choose electives from physics courses at the 300 level and above. Students with other interests may, in consultation with their advisor, select up to two electives from other science departments. Such courses should support interdisciplinary interests or career goals. Normally 390 is taken in the spring semester of the junior year in preparation for the research project undertaken in 550. Honors in Physics requires outstanding work in the Senior Research Project.

In the first year, prospective concentrators should take 190 and 195, and Mathematics 113 (Calculus I) and 114 (Calculus II). If the Mathematics Department grants advanced placement, students may wish to take Mathematics 224 (Linear Algebra) followed by 215 (Vector Calculus). Physics 290 and 295 should be taken in the second year. Other options should be discussed with a member of the faculty. Students who wish to major in Physics but who have taken either 100-105 (Survey of Physics I-Survey of Physics II) or 200-205 (Physics I-Physics II), or who wish to begin the major belatedly should consult with the department chair. Students with advanced placement in Physics should consult with a member of the department before registering for a physics class.

A minor in Physics consists of five courses: 190, 195, 290 or 295, and two other physics courses. Alternatively, one can complete the minor with 100-105 or 200-205, plus three other physics courses, of which one must be at the 200 level or above. A minor in Astronomy consists of five courses: two-course introductory sequence (190-195, 100-105, or 200-205), 290, 160 (Introduction to Astronomy) and either 330 (Topics in Astrophysics) or an independent study in astronomy. A student who majors in Physics may not minor in Astronomy.

Students interested in the 3-2 or 4-2 engineering programs affiliating Hamilton with engineering schools should take 190, 195, and calculus (or linear algebra if mathematics placement so warrants) in their first year. There are many possible options in engineering programs, and because of their complexity beyond the first year, interested students should consult the engineering advisor, Professor Millet. This is also the case for those who have taken 100-105 and have then become interested in engineering.

Juniors or seniors without prior courses in the department may enroll in 100, 130 (Physics of Architecture), 160, 190 and 245 (Electronics and Computers).

*For the most up-to-date listing of courses in Physics, see
www.hamilton.edu/catalogue/Physics.*

Psychology

Faculty

Gregory R. Pierce, *Chair*

Jennifer L. Borton

Jean E. Burr

George A. Gescheider (F,S)

Kelly T. Landry

Tara E. McKee

Mark A. Oakes

Jonathan Vaughan

Douglas A. Weldon

Penny L. Yee

Special Appointment

Jean Morris

A concentration in Psychology consists of 10 courses: 101 (Introductory Psychology), 280 (Statistics and Research Methods in Psychology), seven courses — at least two of which must be at the 300 level and distributed across two areas — and the Senior Project. The two areas are: behavioral neuroscience and cognitive psychology (310 Attention and Performance, 315 Cognitive Psychology, 330 Topics in Neuroscience Research: Neural Plasticity, 350 Psychophysics and Sensory Physiology and 370 Research Approaches in Cognitive Neuroscience); and developmental, social/personality and applied psychology (305 Individual Differences, 337 The Social Psychological Study of the Self, 338 Theory and Research in Personality Psychology, 360 Research and Assessment in Clinical Psychology and 380 Educational and Psychological Assessment). Departmental honors in Psychology recognize the distinguished achievement of students who excel in their coursework in the concentration, including the Senior Project, as extensive research and theoretical inquiry, culminating in a written thesis and an oral presentation. The project can be completed in one or two semesters; therefore, concentrators must enroll in 500 and/or 501 during their senior year.

A minor in general Psychology consists of five courses: 101; 280; one laboratory course chosen from 305, 310, 315, 330, 337, 338, 350, 360, 370 and 380; and two electives.

The departments of Biology and Psychology offer an interdisciplinary concentration in Neuroscience. See the description under Neuroscience.

*For the most up-to-date listing of courses in Psychology, see
www.hamilton.edu/catalogue/Psychology.*

Public Policy

Faculty

P. Gary Wyckoff, *Program Director*

The Public Policy Program is administered through the departments of Economics, Government and Philosophy. A concentration in Public Policy consists of 251 (Introduction to Public Policy), 382 (Topics in Public Policy) and the Senior Project; Economics 101 (Issues in Microeconomics) and 102 (Issues in Macroeconomics); Government 116 (The American Political Process), 230 (Data Analysis) and 338 (American Public Administration); two ethics courses (see list online); and one “issue area” course (see list online).

In addition, students must complete Mathematics 100 (Statistical Reasoning and Data Analysis) or 253 (Statistical Analysis of Data), or score a 4 or 5 on the AP Statistics exam.

Students are strongly encouraged to take Economics 101 and Mathematics 100 (or 253) in their first year, and to take Government 230 and Public Policy 251 in their sophomore year. No student may declare a concentration in Public Policy without either completing or being enrolled in 251. Concentrators must complete the following courses by the end of the junior year: 382; Economics 102; Government 116 and 230; one of the required courses in ethics; and one of the “issue areas” courses. The Senior Project may be completed in one semester (500) or two semesters (500-501). To qualify for honors in Public Policy, a student must submit a distinguished record in the concentration and perform with distinction in the Senior Project.

Credit from the Term in Washington Program may be substituted for up to two of the courses required for the concentration, with the approval of the program director. Students interested in pursuing graduate study in Public Policy or Public Administration are encouraged to take additional courses in economics, in substantive areas of public policy, and in mathematics and statistics.

A minor in Public Policy consists of 251, Economics 101 and 102, Government 230 and one of the required ethics courses above. If the student’s concentration is in Economics, Government or Philosophy, these courses cannot count in both the student’s concentration and the minor. Instead, courses that are required for both the concentration and the minor will be used to satisfy concentration requirements, and they will be replaced by alternative courses in the minor requirements. These alternative courses will be chosen by the program director in consultation with the chair of the student’s concentration department. In addition to the required courses, there are many other courses in the College curriculum that will be of interest to Public Policy concentrators. Students interested in the concentration should consult as early as possible with Professor Wyckoff.

***For the most up-to-date listing of courses in Public Policy, see
www.hamilton.edu/catalogue/PublicPolicy.***

Religious Studies

Faculty

Richard H. Seager, *Chair* (F)

Jay G. Williams (F)

Erella Brown

Stephenson Humphries-Brooks (S)

Neal B. Keating

Heidi M. Ravven (F,S)

Special Appointment

Alyssa J. Beall

A concentration in Religious Studies consists of nine courses, including one entry-level course and one 400-level seminar in which the Senior Project will normally be completed. At the time when the concentration is elected, the concentrator shall propose a carefully developed program of study including, if desired, study abroad, for the approval of the department. Honors are awarded on the basis of a cumulative average of at least B+ (88) achieved in courses approved for the concentration and the completion of 501 (Honors Program) with a 90 or better.

A minor consists of five courses, including at least one course at the 400 level, proposed by the student and approved by the department. Both concentrators and minors should identify themselves to a department member as soon as possible.

Some courses have prerequisites due to the technical nature of class material, and others are reserved for juniors and seniors; however, the department is usually flexible within constraints of demand and class size, and permission is at the consent of the instructor.

***For the most up-to-date listing of courses in Religious Studies, see
www.hamilton.edu/catalogue/ReligiousStudies.***

Russian Studies

Faculty

John Bartle, *Chair (Russian)*
Shoshana Keller (*History*)

Sharon W. Rivera (*Government*)
Franklin A. Sciacca (*Russian*)

Russian Studies is an interdisciplinary program focusing on the language, literature, culture, historical development and politics of Russia. The concentration in Russian Studies consists of nine courses: 221 (Early Russian History From Rurik to Alexander II), 222 (Modern Russian History: Serfs to Post-Soviets) and 370 (Readings in Nineteenth-Century Russian Literature); five other courses from the list available online; and 550 (Senior Seminar), which must include use of Russian language sources. Completion of the Senior Project requires registration in 550. A copy of the description of the Senior Program is available in Christian A. Johnson 118. Study in Russia may be counted toward the concentration. Honors will be determined by excellence in coursework and the Senior Project. A minor in Russian Studies consists of five courses from the list available online.

All 100-level courses are open to juniors and seniors.

The first-year Russian language course pays particular attention to the cultural context of the language. Emphasis is placed on the language of contemporary Russian media at the second-year level, followed by the opportunity to begin close reading of Russian literature in the original in 370. Near-native and heritage speakers are encouraged to enroll in any of the Russian Studies courses. The readings can be completed in Russian with permission of instructor. Study in Russia on a semester or year program is strongly recommended for those interested in Russian Studies.

*For the most up-to-date listing of courses in Russian Studies, see
www.hamilton.edu/catalogue/RussianStudies.*

Sociology

Faculty

Daniel F. Chambliss, *Chair*
Mikaila Arthur
Stephen J. Ellingson (F,S)
Dennis Gilbert

Jenny Irons
Elizabeth E. Wheatley
Yvonne Zylan (F)

A concentration in Sociology consists of 101 (Introductory Sociology) or 110 (American Society), 301 (Sociological Theory), 302 (Research Methods), 549 (Senior Seminar), 550 (Senior Project) and four additional courses. A Senior Project (550) culminating in a written thesis based on original research is required for the concentration. Prospective concentrators who will be off campus during their junior year are encouraged to take 301 and 302 as sophomores. Candidates for honors must have an 88 or better average grade in sociology courses; must submit a thesis receiving a grade of A- or better; and must be approved by a vote of the department faculty. A minor in Sociology consists of 101 or 110, 301 or 302, and three additional courses.

***For the most up-to-date listing of courses in Sociology, see
www.hamilton.edu/catalogue/Sociology.***

Theatre

Faculty

Craig T. Latrell, *Chair*
Carole A. Bellini-Sharp
Mark Cryer

Special Appointment
William Burd

A concentration in Theatre consists of 10.5 credits: 102 (Introductory Acting Workshop), 105 (Stagecraft), 110 (Performing Cultures: An Introduction to Theatre) or 120 (World Performance in Context: An Introduction to Theatre), 141 (Production) or 142 (Production), 201 (Intermediate Acting), 202 (Intermediate Acting Workshop: Character and Language), 303 (Directing), 307 (History of Theatre); two of the following: 211 (Dreamings and Tellings), 224 (Playwriting), 236 (Outrageous Acts: Avant-Garde Theatre and Performance Art), 238 (African-American Theatre), 255 (Asian Theatre: The Exotic Body); and 550 (Senior Thesis) or 560 (Senior Performance/Production). Majors must audition for all mainstage productions and participate in at least one mainstage production. Students are encouraged to elect additional courses in art, music and dance.

The Senior Program requirement in Theatre may be fulfilled through a satisfactory completion of one of the following options: 550, which may be a research paper or the composition of a play; or 560, which may be an acting showcase, the directing of a play or designing for a departmental production. No student who has completed the requirements and maintained an 85 average in Theatre courses will be prohibited from selecting a performance/production as the Senior Program. Students falling below the 85 average will be required to take the research option or to register for an independent study prior to the project as preparation.

Departmental honors may be earned through outstanding achievement in coursework, a history of distinguished contribution to the Theatre program and excellence in the performance, composition or production component of the Senior Program, as judged by the department.

A minor in Theatre may be acquired in performance (102 and 201, 110 or 120, 307 and one elective) or design/production (105, 110, 212 [Scene Design], 213 [Lighting Design] and 307).

***For the most up-to-date listing of courses in Theatre, see
www.hamilton.edu/catalogue/Theatre.***

Women's Studies

Faculty

Margaret Gentry, *Director*
Vivyan C. Adair (E,S)
Marla Jaksch

Anne E. Lacsamana
Martha Mockus

The concentration in Women's Studies consists of nine courses: 101 (Introduction to Women's Studies), 201 (Introduction to Feminist Thought), 301 (Feminist Methodological Perspectives) and 550 (Senior Program); two courses selected from 314 (Seminar: Feminist Perspectives of Class in the United States), 327 (Seminar on Women and Aging), 401 (Seminar: Theories of Sexuality), 402 (Seminar on Global Feminisms) and 405 (Seminar: Black Feminist Thought); and three electives. With the approval of the concentrator's advisor, one course focused on women or gender that is not cross-listed with Women's Studies may be counted toward the electives required for the concentration.

The Senior Program (550) is an interdisciplinary project culminating in a thesis or performance. Students who have an average of 90 in the concentration may receive honors through distinguished work in 550. A complete description of the Senior Program is available from the program director.

A minor in Women's Studies consists of 101, 201, 301, one course selected from 314, 327, 401, 402 or 405, and one elective.

Students without prior courses in the program may enroll in courses above the 100 level with permission of the instructor.

***For the most up-to-date listing of courses in Women's Studies,
see www.hamilton.edu/catalogue/Women'sStudies.***

Writing

Writing is a central focus of the academic mission of Hamilton. All students must complete the Writing Program by passing at least three writing-intensive courses, each taken in a different semester. For detailed information on the writing requirement, see “Standards for Written Work” under “Academic Regulations.” A complete list of writing-intensive courses is published each semester in the pre-registration materials from the Office of the Registrar.

For a list of courses that offer intensive focus on the development of writing skills, see the online catalogue.

*For the most up-to-date listing of courses in Writing,
see www.hamilton.edu/catalogue/Writing.*

Scholarships, Fellowships and Prizes

General Scholarships

General scholarships are awarded on the basis of financial need. Listed below are some of the general scholarships supported by income from endowed funds.

The Archibald G. and Margery Alexander Scholarship was established by Douglas Alexander, Class of 1958, in memory of his parents.

The Benjamin D. Allen Scholarship was established in memory of Benjamin D. Allen, Class of 1950, by his family and friends.

The George Mitchell Avery Scholarship was established by the will of Harriet Avery, in memory of her son, George Mitchell Avery, Class of 1943.

The Franklin M. Baldwin Scholarship was established by relatives and friends in memory of Franklin M. Baldwin, Class of 1916.

The Harry and Emma Baldwin Scholarship was established by Donald Baldwin, Class of 1951, in honor of his parents.

The Gordon J. Barnett Memorial Scholarship was established in memory of Gordon J. Barnett, Class of 1920.

The H. Roswell Bates Scholarship was established by Lt. Col. William A. Aiken, in memory of his friend and classmate, H. Roswell Bates, Class of 1895.

The Harry Edwin Battin, Jr. Scholarship was established by Mrs. Phyllis B. Battin in memory of her husband.

The Edwin Baylies Scholarship was established by George E. Dunham, in memory of Edwin Baylies.

The Bement Scholarship was established by Albert C. Phillips, Class of 1865.

The Clinton C. Bennett Memorial Scholarship was established by Clinton C. Bennett, Jr., and Geoffrey C. Bennett, Class of 1953, in memory of their father, Clinton C. Bennett, Class of 1922.

The Sidney B. Bennett Memorial Scholarship was established on the occasion of its 25th Reunion by the Class of 1967 in memory of Sidney Bennett, Class of 1928, who served as secretary of admission at the College from 1941 to 1971.

The Harold C. Bohn Scholarship was established by Harold C. Bohn, Class of 1926.

The Theodore W. Bossert, Jr. Scholarship was established through a bequest from Theodore W. Bossert, Jr., Class of 1962.

The William J. Bowe Scholarship was established in honor of Dr. William J. Bowe, Class of 1937.

The Bradley Family Scholarship was established by Donald D. Bradley, Class of 1928, and his wife, Helen S. Bradley.

The Robert Gustav Braunlich III '55 Memorial Scholarship was established by William E. Braunlich, Class of 1957, in memory of his brother Robert, a member of the Class of 1955.

The Wilmer E. and Esther Bresee Scholarship was established by Wilmer E. Bresee, Class of 1931, and his wife.

The Louis N. Brockway Memorial Scholarship was established in memory of Louis N. Brockway, Class of 1917, a distinguished business executive who served on the board of trustees from 1951 until his death in 1979.

The Harlow Bundy Scholarship was established by Margaret Bundy Scott and John McC. Scott in memory of Mrs. Scott's father, Harlow Bundy, Class of 1877.

The Dr. Oliver T. Bundy Scholarship was established by The Honorable Charles S. Bundy, Class of 1854, in memory of his father.

The Gilman S. Burke Scholarship was established by Gilman S. Burke, Class of 1954 and a former trustee of the College.

The John C. and Richard J. Butler Scholarship was established by Viola M. Butler in memory of her sons.

The William F. Canough Scholarship was established through a bequest from William F. Canough.

The Carnegie Scholarships were established by Andrew Carnegie in honor of Elihu Root.

The Carter Scholarship was established through a bequest from Laura Carter.

The William Philo Clark Scholarship was established in memory of William Philo Clark, Class of 1937.

The Class of 1867 Scholarship was established by Edwin Baldwin and C.C. Rice, both from the Class of 1867, and A. W. Hubbell.

The Class of 1899 Scholarship was established by the Class of 1899.

The Class of 1909 Scholarship was established by numerous donors.

The Class of 1938 Scholarship was established by members of the Class of 1938 on the occasion of their 50th reunion.

The Class of 1939 Scholarship was established by members of the Class of 1939 on the occasion of their 50th reunion.

The Class of 1941 Scholarship was established by members of the Class of 1941 in memory of their deceased classmates.

The Class of 1942 Scholarship was established on the occasion of their 50th reunion by members of the Class of 1942 in memory of deceased classmates.

The Class of 1943 Scholarship was established by the members of the Class of 1943 on the occasion of their 50th reunion.

The Class of 1948 Scholarship was established by members of the Class of 1948 on the occasion of their 40th reunion.

The John L. Coe Scholarship was established by John L. Coe, Class of 1923.

The Couper Family Scholarship was established by Esther Watrous Couper and augmented by her son, Richard Watrous Couper, Class of 1944, and his wife, Patricia Pogue Couper.

The Dr. Walter F. Cronin Scholarship was established by Mrs. Cronin in memory of her husband, Walter F. Cronin, Class of 1938.

The Melville Emory Dayton Scholarship was established by Mrs. M. Dayton in memory of her husband, Class of 1864.

The Harry Dent Scholarship was established by the Harry Dent Family Foundation.

The Kenneth A. Digney Scholarship was established by Philip I. Bowman in memory of Kenneth A. Digney.

The George and Aurelia M. Dise Fund was established through a bequest from Raymond R. Dise, Class of 1917, in memory of his parents.

The William E. Dodge Scholarship was established by William E. Dodge, Jr.

The Willard B. Eddy, Sr. Scholarship was established by family and friends in memory of Willard B. Eddy, Sr., Class of 1914.

The Dorothy H. Elkins Estate Scholarship was established through a bequest from Dorothy H. Elkins, widow of George W. Elkins, Class of 1931.

The Fred L. Emerson Foundation Scholarship was established in 1986 by the Emerson Foundation, located in Auburn, N.Y.

The Ethel Kelsey Evans Scholarship was established by Anthony H. Evans, Class of 1882, in memory of his wife.

The Howard P. Ferguson Scholarship was established by Mary J. Matthewson.

The Leonard C. Ferguson Memorial Scholarship was established by Mrs. Leonard Ferguson in memory of her husband, a member of the Class of 1919.

The Fielding Family Scholarship was established in 2006 by Donna and Ron Fielding P'07.

The Robert G. Fisher Memorial Scholarship was established in memory of Robert G. Fisher, Class of 1928, by his family and friends.

The Roswell P. Flower Scholarship was established by The Honorable R.P. Flower.

The Alexander Folsom Scholarship was established by Dr. Darling and Alexander Folsom.

The Carlyle Fraser Scholarship was established by Jane Fraser in memory of her uncle, Carlyle Fraser, Class of 1917.

The George M. Frees Scholarship was established by George M. Frees, Class of 1941.

The Getman Family Scholarship was established to honor William D. Getman, Class of 1938, who was killed in action during WWII, his father, Albert A. Getman '11, and three generations of the Getman family at Hamilton.

The Charles D. Gilfillan Scholarship was established by C. D. Gilfillan.

The Helen B. and Harry L. Godshall Memorial Scholarship was established by Harry L. Godshall, Jr., Class of 1939, in memory of his parents.

The Wilma E. and Edward Brewster Gould Scholarship was established in memory of Edward B. Gould, Class 1913, and his wife.

The Edgar B. Graves Scholarship was established by friends and former students in memory of Professor Edgar B. "Digger" Graves, who taught history at Hamilton from 1927 to 1969.

The Eleanor F. Green Scholarship was established by John G. Green, a newspaper publisher, in honor of his wife.

The John G. Green Scholarship was established by John G. Green, a newspaper publisher who received an honorary degree from Hamilton in 1958.

The Amos Delos Gridley Scholarship was established through a bequest from Amos Delos Gridley.

The Fay and Chester Hamilton Scholarship was established by Chester Hamilton, Class of 1944 and a former trustee of the College.

The Hawkins Family Scholarship was established by Philip L. Hawkins, Class of 1978, and his wife, Elizabeth Porter Hawkins, Kirkland College Class of 1977.

The David Douglas Hays Memorial Scholarship was established in memory of D. Douglas Hays, Class of 1925, by his wife, Helen I. Hays, and their children and friends.

The C.F. Hemenway and Frank Barbour Memorial Scholarship was established by Mrs. Leah Barbour in memory of her husband, Frank Barbour, and of Charles F. Hemenway, Class of 1910.

The Major Andrew Hill Scholarship was established in memory of the donor's ancestor, a member of the Continental Army from 1775 to 1783.

The Robert G. Howard Scholarship was established by Robert G. Howard, Class of 1946 and a trustee of the College.

The Theodore S. Hubbard Scholarship was established by Theodore S. Hubbard.

The Peter C. Huber Scholarship was established by Peter C. Huber, a member of the Class of 1952 and a late trustee of the College.

The Stephanie Singleton and Lester C. Husted Scholarship was established by Stephanie Singleton Husted, wife of Lester C. Husted, Class of 1929, in honor of Dr. Husted, as well as Mrs. Husted's first husband, Harry H. Singleton.

The James Scholarship was established by D. Willis James.

The Samuel H. Jardin Scholarship was established by Samuel H. Jardin.

The Frode Jensen Scholarship was established by Camille Jensen in memory of her husband, Frode Jensen, a member of the Class of 1933, who came to this country as a boy from Denmark, worked his way through Hamilton and went on to a distinguished career as a physician in New York City.

The Thomas McNaughton Johnston Memorial Scholarship was established by the Class of 1952 on the occasion of its 40th reunion in memory of Professor Johnston, who taught English at Hamilton from 1932 to 1972.

The David Clyde Jones Scholarship was established by Mrs. Hazel J. Deer in memory of her first husband, a member of the Class of 1910.

The Henry W. King Scholarship was established through a bequest from Aurelia B. King in memory of her husband.

The Mary and William Klingensmith Scholarship was established by Dr. and Mrs. William Klingensmith, friends of the College.

The Knox Scholarship was established by John J. Knox.

The Robert William Kremer Memorial Scholarship was established by Mr. and Mrs. Paul W. Kremer, Class of 1959, in memory of Mr. Kremer's brother.

The Raphael Lemkin Scholarship was established by an alumnus in memory of Raphael Lemkin, a distinguished European academician, survivor of the Holocaust and inspirer of the United Nations Convention on Genocide.

The Herschel P. and Florence M. Lewis Scholarship was established in their memory by Dr. H. Paul Lewis, Class of 1956.

The George Link, Jr. Scholarship was established in his memory by the George Link, Jr. Foundation.

The James Monroe Lown Scholarship was established by Grace Merrill Magee in memory of her first husband, James M. Lown, Class of 1904.

The MacCartee Scholarship was established by Julia J. MacCartee in memory of Dr. Henry Darling.

The Marquand Scholarship was established through a bequest from the Marquand estate.

The John F. Marshall Scholarship was established by John F. Marshall, Class of 1944.

The Charles G. Matteson Memorial Scholarship was established by Charles G. Matteson.

The Reuben Leslie Maynard Scholarship was established through a bequest from Reuben Leslie Maynard.

The George D. Miller Scholarship was established through a bequest from George D. Miller, Class of 1889.

The Hasbrouck Bailey Miller '44 Scholarship was established by Elizabeth W. Miller in memory of her husband, Hasbrouck Bailey Miller, Class of 1944.

The Christopher Miner Scholarship was established by the Honorable Robert D. Miner, Class of 1934, in memory of his son, Christopher Miner, Class of 1964.

The Arthur J. Mix Memorial Scholarship was established by the will of Katherine L. Mix in memory of her husband, Arthur J. Mix, Class of 1910.

The Harmon L. Morton Scholarship was established by Priscilla E. Morton in memory of her husband, Harmon L. Morton, Class of 1920.

The Daniel R. Murdock Scholarship was established by Daniel R. Murdock, Class of 1959.

The Musselman Family Scholarship was established by Francis H. Musselman, Class of 1950, in honor and memory of four generations of the Musselman family, including his father J. Joseph Musselman, Class of 1917.

The Jessie Smith Noyes Foundation Scholarship was established by the Jessie Smith Noyes Foundation in memory of Alfred H. Smith, Class of 1932.

The Josephine H. and George E. Ogilvie Scholarship was established by the will of Josephine H. Ogilvie, widow of George E. Ogilvie, Class of 1941.

The James Oneil Scholarship was established by James Oneil, a friend of the College.

The Parsons Brothers Scholarship was established by Miss Katherine Parsons, Mrs. Charles Burlingame and Mrs. James Cowie in memory of their father, William Lorenzo Parsons, Class of 1878, and his three brothers.

The Ruth and Darwin Pickard Scholarship was established through a bequest from Darwin R. Pickard, Class of 1927.

The Pigott Family Scholarship was established by Mr. and Mrs. James C. Pigott and their son, Paul Pigott, Class of 1983.

The John Michael Provenzano '53 Scholarship was established by Laura Provenzano in honor of her brother, Class of 1953.

The Robert Scott Ramsay, Jr. Scholarship was established by Mr. and Mrs. Robert S. Ramsay in honor of their son Robert Ramsay, Class of 1959.

The Roderick McKay Ramsay Scholarship was established by Mr. and Mrs. Robert S. Ramsay in honor of their son Roderick Ramsay, Class of 1961.

The Ethel M. and Harold Harper Reed Memorial Scholarship was established through a bequest from Mrs. Reed, wife of Harold H. Reed, Class of 1919.

The Oren Root Scholarship was established by Oren Root, Jr., Class of 1894, in memory of his father, Oren Root, Class of 1856.

The Sacerdote Family Scholarship was established by Mr. and Mrs. Peter M. Sacerdote, parents of Alexander C. Sacerdote, Class of 1994.

The Alan P. Savory Memorial Scholarship was established by Mr. and Mrs. George L. Savory in memory of their son, Alan Savory, Class of 1955.

The Clara E. Silliman and Laura M. Silliman Scholarships were established by H. B. Silliman in honor of his sisters.

The Jack Silverman Scholarship was established by Howard J. Schneider, M.D., Class of 1960 and a trustee of the College, and his wife Sandra, in honor of her father, Jack Silverman.

The Andrew and Ora Siuda Scholarship was established by Chester A. Siuda, Class of 1970, and his wife, Joy, in honor of Mr. Siuda's parents.

The James P. Soper Scholarship was established by James P. Soper, father of James P. Soper, Jr., Class of 1911.

The Kate Hill Soria Scholarship was established through a bequest from Kate Hill Soria, wife of Henry J. Soria, a textile executive.

The Edgar Eginton Stewart, Jr. Memorial Scholarship was established by Edgar Stewart, M.D., in memory of his son.

The Ethel Brownell Stube Scholarship was established through a bequest from Charles F. Stube.

The Wilbur S. and Claire A. Tarbell Scholarship was established by Claire A. Tarbell in memory of her husband.

The Alexander Thompson Scholarship was established by Luranah Thompson in memory of her husband, the Rev. Alexander Thompson, Class of 1906.

The Charles Lafayette and Clare D. Todd Scholarship was established by Clare D. and Charles Lafayette Todd. Mr. Todd, a member of the Class of 1933, taught public speaking at Hamilton from 1959 to 1977, holding the title of Upson Professor of Rhetoric and Oratory during most of that time.

The Elbert J. Townsend Memorial Scholarship was established in memory of Elbert J. Townsend, Class of 1913.

The Marian Phelps Tyler Scholarship was established by M. Phelps Tyler, mother of K. Scott Douglass, Class of 1974.

The J. P. Underwood Scholarship was established by J. Platt Underwood in honor of his grandfather, Class of 1838; his great uncle, Class of 1843; and his father, Class of 1870.

The William and Irma Van Deventer Memorial Scholarship was established by John F. Van Deventer, Class of 1932, in memory of his parents.

The Miles Hodsdon Vernon Foundation Scholarship, established by the Miles Hodsdon Vernon Foundation, is made available to the College annually.

The William D. Walcott Scholarship was established through a bequest from William D. Walcott.

The Henry Wales Scholarship was established by Wales Buel in memory of his uncle, Class of 1820.

The Edward C. Walker III Scholarship was established by Edward C. Walker, Class of 1912.

The Milton J. Walters Scholarship was established by Milton J. Walters, Class of 1964 and a former trustee of the College.

The Weeden Family Scholarship was established by Dr. G. Roger Weeden, Jr., Class of 1939.

The John Henry Wells Scholarship was established by John B. Wells in memory of his son, who died in 1865.

The Knut O. Westlye Memorial Scholarship was established by alumni and friends in memory of Knut O. Westlye, Class of 1946.

The Peter C. Wicks Memorial Scholarship was established by members of the Class of 1975 in memory of their classmate, Peter C. Wicks.

The Willard Memorial Scholarship was established by John K. Willard, Class of 1923, in memory of his father, C. Fay Willard, Class of 1892.

The Leroy Williams Scholarship was established through a bequest from Leroy Williams, Class of 1889.

The Merritt N. Willson Memorial Scholarship was established in memory of Merritt N. Willson by his daughters, S. Mabel Willson and Mrs. George A. Small, and by his grandson, Robert N. Small, Class of 1943.

The Linda Collens Wilson Scholarship was established by Robert Letchworth Wilson, Class of 1931, in memory of his wife.

The Jansen Woods Scholarship was established through a bequest from William Jansen Woods.

The Alexander Woollcott Memorial Scholarship was established from the proceeds of a concert held in New York City's Town Hall on March 5, 1973.

Special Scholarships

With few exceptions, special scholarships are awarded on the basis of financial need. In addition, the recipients of special scholarships must be part of a particular group of persons, such as members of the junior class, descendants of an individual, or from a particular geographic area.

Scholarships for Students from Specific Geographic Areas

Arizona

The Raymond R. Dise Scholarship, established by Harry F. Dise in memory of Raymond R. Dise, Class of 1917, is awarded to graduates of Little Falls (N.Y.) Central High School and Prescott (Ariz.) High School.

California

The William Deloss Love, Jr. Class of 1945 Scholarship, established in honor of his classmates by William D. Love, Class of 1945, is awarded with preference given to students from the state of California or the descendants of members of the Class of 1945.

The Stephen W. Royce Scholarship was established by Mr. Royce, Class of 1914. Preference is given to students from Liberty, N.Y., and Pasadena, Calif.

Central Plains

The Ann and Russell McLean Scholarship was established in memory of Ann and C. Russell McLean, Class of 1943. The scholarship is awarded annually to entering Hamilton students demonstrating financial need and leadership capabilities, with first preference given to students from Minnesota.

Illinois

The Illinois Scholarship Foundation Fund was established by the Scholarship Fund Foundation of Chicago. The fund supports scholarships for students with need. Preference is given to students from Illinois, with first preference given to students from the greater Chicago area.

The Arturo Domenico Massolo Memorial Scholarship was established by Arthur J. Massolo, Class of 1964, and his wife, Karen, in memory of Mr. Massolo's grandfather. The purpose of the scholarship is to support educational diversity at Hamilton, consistent with the College's mission and admission policy. It is awarded with preference given to LINK Unlimited students and other under-privileged black students who demonstrate promise from Chicago.

Maine

The Emmons Family Scholarship is awarded with first preference given to students demonstrating financial need from the state of Maine.

Mid-Atlantic and New England States

The Mary Jayne Comey Scholarship, established in her honor by her husband, William M. "Mac" Bristol, III, Class of 1943, and Life Trustee of the College, is awarded with first preference given to a student from Gwynedd Mercy Academy in Gwynedd Valley, Pa.; secondly with preference given to a student from the Mid-Atlantic states.

The Linda D. and Albert M. Hartig Scholarship, established by Albert M. Hartig, Class of 1942, and his wife, is awarded to a student from the Mid-Atlantic or New England states.

Midwest States

The Pattie and Taylor Abernathy Scholarship was established by the will of Taylor S. Abernathy, Class of 1914. Preference is given to students from the Midwest.

The Caldwell Family Scholarship, established by Clarice H. and H. Van Yorx Caldwell, Jr., Class of 1940, is awarded with preference given to students from the Midwest.

Minnesota

The Ann and Russell McLean Scholarship was established in memory of Ann and C. Russell McLean, Class of 1943. The scholarship is awarded annually to entering Hamilton students demonstrating financial need and leadership capabilities, with first preference given to students from Minnesota.

New Jersey

The Gilbert Leslie Van Vleet Scholarship was established by Gilbert L. Van Vleet, Class of 1926. Preference is given to students from New Jersey, then to students from North Carolina, California and Illinois.

New York

The Adirondack Area Scholarship is offered to students attending schools in Clinton, Essex, Franklin, Hamilton, Saratoga, Warren and Washington counties. Income from an endowment grant made to the College by Milton G. Tibbitts, Class of 1904, provides the funds.

The Alumni Association of Metropolitan New York Scholarship is offered to students who have attended schools in the New York City area.

The Arkell Hall Foundation Scholarship was established by the Arkell Hall Foundation. Preference is given to students from Canajoharie and the surrounding area.

The Charlotte Foster Babcock Memorial Scholarship was established by Edward S. Babcock, Class of 1896, in memory of his mother. Preference is given first to relatives of the donor; second to graduates of the public high schools in Boonville, Camden, Utica and West Winfield, N.Y.; and finally to members of the Emerson Literary Society who have financial need.

The Bacot, Gunn, Kempf Family Scholarship was established by J. Carter Bacot, Class of 1955 and chair emeritus of the Hamilton College board of trustees. The Bank of New York also made a generous gift to the fund in honor of Mr. Bacot, who served for many years as its chairman and chief executive officer. The scholarship is awarded to students from South Carolina, Oklahoma, Texas and Essex County, N.Y.

The Charles T. Beeching, Jr. Scholarship was established by the law firm of Bond, Schoeneck and King, L.L.P., to honor the memory of Charles T. Beeching, Jr., Class of 1952, who had a distinguished career with that firm from 1962 until 1998. The scholarship is awarded to students demonstrating financial need, with preference given to students from Central New York.

The John H. Behr Scholarship, established through a gift of Mr. Behr, Class of 1934, is awarded for up to four years, with preference given to students matriculating from the ABC program sponsored by the Clinton community.

The Robert S. Bloomer Scholarship was established by Robert S. Bloomer, Jr., Class of 1950, and his mother, Mrs. Robert S. Bloomer, Sr. It is awarded to students demonstrating financial need, with preference given to students from Newark High School in Newark, N.Y.

The Bond Family Scholarship is awarded with first preference given to students who can be reasonably identified as the son or daughter of a living or deceased firefighter, law enforcement officer or teacher from one of the five boroughs of New York City or from Westchester County, N.Y.

The William E. and Beatrice V. Bruyn Scholarship is awarded with preference given first to students from Ulster County, and then to students from other areas in New York State.

The Daniel Burke Scholarship is awarded with preference given first to a student from the public high school in Oxford, N.Y.; second to a resident of Chenango County; and third to a resident of New York State.

The Christine C. Carey Memorial Scholarship was established by James J. Carey, Class of 1971, in memory of his wife, a long-time friend of the College. It is awarded with first preference given to students from Lansingburgh High School in Troy, N.Y. Second preference will be given to students from the surrounding New York counties of Rensselaer, Schenectady and Albany.

The Earle M. Clark Scholarship, established in memory of Mr. Clark, a member of the Class of 1907, is awarded to an outstanding student from New York State with an interest in public speaking, with preference given to a graduate of a public high school and a resident of Broome County. It is renewable each year, provided need continues to be demonstrated.

Community College Scholarships are awarded to students transferring or graduating from the community colleges in New York State. Only one scholarship per community college will be awarded. Applicants compete on the basis of academic achievement, and the exact amount of each grant will be determined by financial need.

The CORKS Scholarship, established by the Confrerie of Retired Kindred Spirits, an informal organization of retired Syracuse, N.Y., area businessmen, is awarded with preference given to students from the greater Syracuse area.

The Dewar Foundation Scholarship, established in 1990 by the Dewar Foundation, is awarded to students from Oneonta (N.Y.) High School.

The Raymond R. Dise Scholarship, established by Harry F. Dise in memory of Raymond R. Dise, Class of 1917, is awarded to graduates of Little Falls (N.Y.) Central High School and Prescott (Ariz.) High School.

The George E. Dunham Scholarship, established by George E. Dunham, Class of 1879, is awarded to graduates of the Utica Senior Academy (now Proctor High School), Utica, N.Y.

The Lieutenant Willard B. Eddy, Jr. Memorial Scholarship, established by Mr. and Mrs. Willard B. Eddy in memory of their son, is awarded in certain years on a competitive basis to entering students who attended secondary school in Livingston, Monroe, Ontario, Orleans, Wayne and Yates counties, New York. The scholarship is awarded on the basis of academic achievement and character.

The Charles Melville Fay Scholarship, established by Charles P. Wood in memory of his wife's father, a member of the Class of 1862, is awarded with preference given to students from Steuben County or from the western part of New York State.

The Elizabeth R. Fitch Scholarship is awarded with preference given to graduates of the Westmoreland (N.Y.) High School.

The Geneva Presbytery Scholarship is awarded with preference given to a student designated by the Geneva (N.Y.) Presbytery.

The John Dayton Hamilton Scholarship, established by the Gebbie Foundation in honor of John D. Hamilton, Class of 1922, is awarded with preference given to students from Chautauqua County, N.Y.

The Henry W. Harding Memorial Scholarship, established by family and friends in memory of Henry Harding, Class of 1934, is awarded to a graduate of a public high school in Oneida County, N.Y.

The David Shove Hastings Scholarship, established by Mr. and Mrs. J. Murray Hastings in memory of their son, a member of the Class of 1944, is awarded in certain years on a competitive basis to entering students who attended secondary school in Cayuga, Cortland, Onondaga, Oswego and Seneca counties, N.Y.

The Charles Anthony Hawley Scholarship was established under the will of Anna H. Story in memory of Mr. Hawley, Class of 1859. It is awarded with preference given to graduates of schools of Seneca Falls, New York.

The William Randolph Hearst Scholarship, established by The Hearst Foundation, is awarded to economically disadvantaged students, with preference given to students from New York State.

The Anthony and Lilas Hoogkamp Scholarship, established by Gregory T. Hoogkamp, Class of 1982, in honor of his parents, is awarded with preference given first to the son or daughter of a New York State police officer.

The Maurice S. Ireland Memorial Scholarship, established under the will of Maurice S. Ireland, Class of 1926, is awarded with preference given to students from Norwich, N.Y.

The Honorable Irving M. Ives Scholarship was established by the Norwich Pharmacal Company in honor of Senator Ives, Class of 1919. It is awarded in certain years with preference given first to the son or daughter of an employee of the company, and second to a resident of Chenango County, N.Y.

The C. Christine Johnson HEOP/Scholars Fund was established in 2001 by C. Christine Johnson and by alumni, students and friends of Hamilton's Higher Education Opportunity/Scholars Program upon the occasion of Christine's 30th anniversary with the program. It provides scholarship support to HEOP/Scholars Program students.

The Marcus Judson Scholarship may be awarded to a student nominated by the First Presbyterian Church of Watertown, N.Y.

The Robert A. Kerr, Class of 1940, Scholarship is awarded with first preference given to entering students from South Carolina, Rockland County, N.Y., or Montgomery County, Ohio.

The Augusta M. Loevenguth Memorial Scholarship is awarded with preference given first to a relative of the family, and second to a student from Camden in Oneida County, N.Y.

The Edward C. and Elizabeth S. Martin Memorial Scholarship, established by the will of Elizabeth Martin, widow of Edward Martin, Class of 1927, is awarded to deserving students from Oneida County, N.Y., who have demonstrated outstanding academic achievement and athletic ability.

The Ralph A. and Altina G. Mead Scholarship, established by members of the family of Ralph A. and Altina G. Mead, is awarded to qualified and deserving students, with preference given to those from the Capital District of New York State.

The Carl B. and Cordelia S. Menges Scholarship, established by Carl B. Menges, Class of 1951, and his wife, is awarded to first-year students who have demonstrated leadership, strong academic performance and future promise. It is restricted to students from Suffolk County, with preference given to those from the East Hampton, N.Y., area, and is renewable for the sophomore, junior and senior years.

The John R. Munro Scholarship, established by John R. Munro, Class of 1987, and members of his family, is awarded on the basis of need, with preference given to entering students from Jefferson County, N.Y., who exhibit a combination of academic and extracurricular promise.

The New York City Special Scholarship, established in 1990 by a challenge grant and by matching gifts from alumni and friends of the College, is awarded to students from the five boroughs of New York City.

The Frank and Mary Lou Owens Scholarship, established by Charter Trustee Amy Owens Goodfriend, Class of 1982, is named in honor of her parents and is awarded with preference given to students from Clinton, N.Y., or the Mohawk Valley.

The Howard W. Pearce Scholarship, established by Mrs. Howard Pearce and Frederick W. Pearce, Class of 1984, in memory of his father, is awarded to students from western New York State.

The Olive S. Quackenbush Scholarship was established through the bequest of Olive S. Quackenbush, a friend of the College. The scholarship is awarded to students from the greater Utica, N.Y., area who demonstrate financial need.

The Regan Family Scholarship, established in 2002 by R. Christopher Regan, Class of 1977, and his wife, Leslie Conway Regan, Class of 1979, and his brother, Peter M. Regan, Class of 1975, and his wife, Aviva Schneider, Kirkland College Class of 1976, is awarded to students demonstrating financial need, with preference given to students from Upstate New York.

The Owen A. Roberts Scholarship was established in memory of Owen A. Roberts, Class of 1925, by his former student, Milton P. Kayle, Class of 1943. Mr. Roberts taught for many years at Utica Free Academy, and preference is given to graduates of that school or its successor institution.

The Romano Entrepreneurs Fund, established in 1999 by Utica businessman F. Eugene Romano, Class of 1949, in honor of his 50th reunion, provides scholarship support to Hamilton students from the Greater Utica/Mohawk Valley area who are interested in becoming entrepreneurs and in living and working in the Utica area after graduation.

The Stephen W. Royce Scholarship was established by Mr. Royce, Class of 1914. Preference is given to students from Liberty, N.Y., and Pasadena, Calif.

The Andrew C. Scala Scholarship, established by Robert A. Scala, Class of 1953, in memory of his father, is awarded with preference given to a deserving student of Italian descent from Upstate New York.

The Hans H. Schambach Scholarships, established by Hans H. Schambach, Class of 1943 and a life trustee of the College, are awarded to first-year students of outstanding personal and academic promise who are likely to make a significant contribution to the College and to benefit substantially from their undergraduate experience. Preference is given to applicants from the Clinton, N.Y., area.

The Arthur W. Soper Scholarship, established originally by A.C. Soper, Class of 1894, is awarded with preference given first to graduates of Rome (N.Y.) Free Academy; second to students from the City of Rome or Oneida County; and finally to students from Central New York.

The 3rd Battalion, 26th Marines Scholarship, established through a gift from Col. Kurt L. Hoch, USMC (Ret.), a member of the Class of 1944, is awarded to rising sophomore, junior or senior students demonstrating financial need and strong leadership skills either through involvement in campus or community activities with preference given to students from Herkimer, Lewis, Madison or Oneida (N.Y.) counties who have an honorable familial background in the U.S. Marines Corps.

The Southern Tier Scholarship is awarded to a student from the Binghamton or Elmira areas of New York who qualifies for financial aid. If there is no such eligible student, it may be used for any student who qualifies for financial aid.

The Grace Ione Spencer Memorial Scholarship, established by friends of this longtime teacher of Latin at Utica Free Academy, is granted to an undergraduate from the Mohawk Valley area of New York. Preference is given to a student who is concentrating in a discipline within the humanities.

The Sylvester Willard Scholarship is awarded to a student residing in Auburn, N.Y.

The Dale P. Williams '49 Family Scholarship was established by Dale P. Williams, Class of 1949, and his wife, Mary Lou, along with their children, Mitchell R. Williams, Class of 1978, and Suzanne Williams Vary, Class of 1982, and other family members and friends. Preference is given to students from Oneida, Herkimer and Lewis counties, New York.

The Jack and Lynda A. Withiam Scholarship, established by Jack Withiam, Jr., Class of 1971, and his wife, is awarded with preference given to graduates of Horseheads (N.Y.) High School.

The Women's Christian Association of Utica Scholarship, established by the association, provides awards to female students. Preference is given to residents of Oneida County, N.Y.

North Carolina

The Doris Hudson Hart Memorial Scholarship, established by Warren E. Hart, Class of 1977, in memory of his wife, is awarded to students from the state of North Carolina.

Ohio

The Robert A. Kerr, Class of 1940, Scholarship is awarded with first preference given to entering students from South Carolina, Rockland County, N.Y., or Montgomery County, Ohio.

The Kessler Family Scholarship, established by John W. and Charlotte P. Kessler, parents of Jane Kessler Lennox, Class of 1992, is awarded to students demonstrating financial need with preference given to those from northeastern Ohio, including the greater Columbus area.

The Tunnickliffe Scholarships are available first to students from northwestern Ohio, and second to any student who qualifies for financial aid.

Oklahoma

The Bacot, Gunn, Kempf Family Scholarship was established by J. Carter Bacot, Class of 1955 and chair emeritus of the Hamilton College board of trustees. The Bank of New York also made a generous gift to the fund in honor of Mr. Bacot, who served for many years as its chairman and chief executive officer. The scholarship is awarded to students from South Carolina, Oklahoma, Texas and Essex County, N.Y.

South Carolina

The Bacot, Gunn, Kempf Family Scholarship was established by J. Carter Bacot, Class of 1955 and chair emeritus of the Hamilton College board of trustees. The Bank of New York also made a generous gift to the fund in honor of Mr. Bacot, who served for many years as its chairman and chief executive officer. The scholarship is awarded to students from South Carolina, Oklahoma, Texas and Essex County, N.Y.

The Robert A. Kerr, Class of 1940, Scholarship is awarded with first preference given to entering students from South Carolina, Rockland County, N.Y., or Montgomery County, Ohio.

Texas

The Bacot, Gunn, Kempf Family Scholarship was established by J. Carter Bacot, Class of 1955 and chair emeritus of the Hamilton College board of trustees. The Bank of New York also made a generous gift to the fund in honor of Mr. Bacot, who served for many years as its chairman and chief executive officer. The scholarship is awarded to students from South Carolina, Oklahoma, Texas and Essex County, N.Y.

The Elizabeth J. McCormack Scholarships were established by a grant from the Brown Foundation in honor of Elizabeth J. McCormack, a life trustee of the College. They are awarded to students from Texas, with preference given to those from the Houston area.

The Harry Roger and Fern Van Marter Parsons Scholarship was established by Jeffrey R. Parsons, Class of 1969, in memory of his parents. Preference is given to students from the state of Texas.

Western States

The Kenneth W. Watters Scholarship, established by Kenneth W. Watters, Class of 1928, is awarded with preference given to students from the western part of the United States.

Wisconsin

The Robert B. Winkler Scholarship was established by Robert B. Winkler, Class of 1938, and is awarded to students from the state of Wisconsin.

International

The Vivian B. Allen Foundation Scholarships, established by the Vivian B. Allen Foundation, are reserved for students from foreign countries.

The Russell T. Blackwood Scholarship was established by Jaime E. Yordán, a member of the Class of 1971 and a trustee of the College, in honor of Russell T. Blackwood, Hamilton's John Stewart Kennedy Professor of Philosophy, Emeritus. A complementary fund to The Arnold L. Raphel Memorial Scholarship for female students from Pakistan, this scholarship is awarded with preference to male students from that country.

The Bernard F. Combemale Scholarship was established by Bernard F. Combemale, Class of 1951 and a former trustee of the College, and is awarded to foreign students enrolled at the College.

The Charlotte Perrins Comrie Scholarship, established through the Charlotte Comrie Trust, is awarded with preference given to a female student from the British Isles.

The Howard F. Comrie Scholarship, established by the will of Mr. Comrie, Class of 1922, is awarded with preference given to a male student from the British Isles.

The Howard and Charlotte Comrie Scholarship, established through the Charlotte Comrie Trust, is awarded with preference given to a student of Greek nationality or origin who is a graduate of Athens College in Greece.

The Arthur Hunter Scholarship provides that preference be given to any matriculant from George Watson's College in Edinburgh, Scotland.

The Arnold L. Raphel Memorial Scholarship was established in memory of Ambassador Arnold L. Raphel, Class of 1964, by his family and friends. It is awarded with preference given to female students from Pakistan.

The Charles Van Arsdale, Jr. Scholarship was established in memory of Charles Van Arsdale, Jr., Class of 1972, by his family and friends. It is awarded to students from countries other than the United States or Canada, but when there are no such eligible students, it may be awarded without reference to the country of origin.

Other Special Scholarships

The George I. Alden Scholarship, established in 1989 by a grant from the George I. Alden Trust of Worcester, Mass., is awarded to minority students.

The Alpha Delta Phi Fraternity Scholarship was established by the Hamilton College chapter of the Alpha Delta Phi fraternity. Preference is given to students who are members, or descendants of alumni who were members, of that fraternity.

The B.T. Babbitt Scholarship, established by the Lillia Babbitt Hyde Foundation in honor of Lillia Babbitt Hyde's father, is awarded to a student in the field of pre-medical education.

The Edward S. Babcock Scholarship is awarded with preference given to members of the Emerson Literary Society.

The Robert P. Bagg, Sr. '12 Scholarship was established by Dr. Richard C. Bagg, Class of 1944, in memory of his father, Robert P. Bagg, Sr., member of the Class of 1912 and a trustee of the College. The scholarship is awarded with preference given to students who display leadership, creativity and determination in the classroom and in extra-curricular activities.

The Bates Family Scholarship, established by Janet M. Bates in honor of her late husband, George P. Bates, Class of 1936, and his brother, John H. Bates, Class of 1936, who was killed in action during World War II, is awarded with preference given to Hamilton students in their junior and senior years who plan to pursue a career in medicine.

The Andrew W. Begley Scholarship was established in memory of Andrew W. Begley, Class of 1999, by his family and friends. The scholarship is awarded to a rising junior or rising senior majoring in economics who demonstrates financial need.

The James L. Bennett Scholarship is awarded to a sophomore who gives evidence of outstanding moral character.

The Seymour Bernstein Scholarship was established by Richard Bernstein, Class of 1980, in honor of his father, Seymour Bernstein. The scholarship is awarded with preference given to minority students studying chemistry or science.

The Leet Wilson Bissell Scholarship in Science, established by Leet W. Bissell, Class of 1914, and his daughter, Nancy Bissell Turpin, is awarded to an outstanding first-year student who intends to concentrate in a discipline within the sciences.

The Wayland P. Blood Family Scholarship, established by the Blood family and their friends in honor of Wayland P. Blood, Class of 1914, is awarded with preference given to students with a broad range of interests both inside and outside the classroom.

The Donald E. Burns Delta Kappa Epsilon Fraternity Scholarship was established by the Hamilton College chapter of the Delta Kappa Epsilon fraternity and will be used solely for students who are members, or descendants of alumni who were members, of that fraternity.

The Gertrude F. Bristol Scholarship is awarded to a student who is not a resident of New York State and who is likely to make a substantial contribution to the College's extracurricular activities.

The Mac Bristol Scholarship, established in honor of William M. Bristol, III, Class of 1943 and chairman of the board of trustees from 1977 to 1990, is awarded to that sophomore who is a strong student, an active participant in the classroom and in extracurricular activities, and who possesses high ideals and demonstrates community leadership.

The William M. Bristol, Jr. Scholarships, established through the bequest of William M. Bristol, Jr., Class of 1917, are awarded to entering students who have strong academic records and have demonstrated their proficiency in oral and written communication and their commitment to citizenship. The grants are renewable.

The Byne Scholarship was established by George A. Clark in memory of his sister, Harriet Emily Clark Byne. It is reserved for a candidate for the Presbyterian ministry to be designated by the pastor and the session of the First Presbyterian Church of Utica, N.Y., or by the College.

The Florence and Harlan F. Calkins Scholarship was established by the family and friends of Harlan F. Calkins, Class of 1929, and is awarded at the discretion of the Scholarship Committee to a student of outstanding character and leadership.

The Class of 1981 Roy Alexander Ellis Minority Scholarship was established on the occasion of the 10th reunion of the class. Named after a member of the Class of 1924, one of the first black graduates of the College, it is awarded to an entering minority student.

The Class of 1994 Scholarship was established by the Class of 1994 on the occasion of its commencement. It is awarded to a rising senior to reduce the recipient's debts.

The 1LT Michael J. Cleary '03 Scholarship was established in 2006 in memory of 1LT Michael J. Cleary, Class of 2003, by his family and friends. 1LT Cleary died in December 2005 while in the service of his country in Iraq. This scholarship is awarded to students who demonstrate the highest qualities of citizenship, commitment and spirit of service to Hamilton and the greater community, with preference given to students who are the sons or daughters of an individual injured or killed in the service of their country.

The Earl C. Cline Scholarship, established by family members in memory of Earl C. Cline, Class of 1956, is awarded to students who demonstrate high moral values.

The John L. Coe Scholarship, established by John L. Coe, Class of 1923, is awarded to students who are doing superior work in mathematics.

The Robert E. Cook Scholarship Fund was established by Camberly G. Cook, Class of 1991, and Duncan S. Routh, Class of 1990, in honor of Ms. Cook's father. This scholarship provides support to students demonstrating financial need. Preference is given to first-generation college students.

The Crane Scholarship, established by Dr. A. Reynolds Crane, Class of 1929, and his wife, Harriet C. Crane, is awarded to students who, through employment, are making a substantial contribution toward their own educational expenses.

The Sean C. Delaney Scholarship, established by friends and classmates of Sean C. Delaney, Class of 1980, is awarded with preference given to a rising sophomore who demonstrates campus citizenship, positive influence on others and intellectual passion.

The Delta Upsilon Fraternity Scholarship was established by the Hamilton College chapter of the Delta Upsilon fraternity. Preference is given to students who are members, or to descendants of alumni who were members, of that fraternity.

The Dirvin Family Scholarship, established by Gerald V. Dirvin, Class of 1959, and his wife, Polly, is awarded to students who have evidenced outstanding public speaking skills and demonstrate financial need.

The Edwin W. Dixon, Mary E. Dixon, Julia D. Comstock, Helen B. Comstock and Doane C. Comstock Scholarship was established by Doane Comstock, a member of the Class of 1927, and his wife Helen Brancati Comstock. It is awarded to students at Hamilton College who are U.S. citizens, and who have demonstrated outstanding scholastic ability as well as a need for financial assistance.

The Doremus Scholarship Fund, established by Dr. William Doremus, Class of 1942, is awarded with preference given to students displaying a high degree of integrity and honesty, and who contribute to the Hamilton community outside of the classroom.

The Ned Doyle Freshman Scholarship was established by Ned Doyle, Class of 1924. It is awarded annually to a first-year student. Among those with need, preference is given to a candidate who will contribute significantly to the College's athletic program.

The Charles Holland Duell Scholarship, established by Charles H. Duell, Class of 1871, is awarded with preference given to a member of the first-year class.

The James Taylor Dunn Scholarship, established by James Taylor Dunn, Class of 1936, to honor James W. Taylor, Class of 1838, is awarded with preference given to students in the liberal arts who are in need of scholarship assistance and whose academic performances have earned them places on the Dean's List.

The Peter W. Dykema Music Scholarship was established by Jack Dengler, Class of 1934, in memory of his wife's father, and is awarded to students who participate in the College's performing musical groups.

The Emerson Literary Society Scholarship was established at Hamilton College by the Emerson Literary Society. Preference is given to students who are members, or descendants of alumni who were members, of that society.

The Henry C. Estrabrook Scholarship, established through a distribution from the trust of Louise Pike, is awarded with preference given to students studying biology or Latin.

The George J. Finguerra-CIT Group Scholarship, established by the CIT Foundation in honor of George J. Finguerra, father of Dyan M. Finguerra, Class of 1992, is awarded with preference given to minority students.

The E. Root Fitch Scholarships were established by E. Root Fitch, Class of 1886, and are awarded annually to members of the Hamilton chapter of Delta Upsilon on the basis of need, scholastic standing, character and salutary influence on the life of the College.

The Douw Henry Fonda Memorial Scholarship in Journalism, established through a bequest from Jane Fonda Randolph in memory of her brother, Douw H. Fonda, Class of 1931, is awarded to students who have distinguished themselves as writers and who are considering a career in journalism.

The Qijia Fu '96 Memorial Scholarship was established in memory of Qijia Fu, Class of 1996, by his family and friends. It is awarded to students demonstrating financial need, with preference given to students who study physics, who are dedicated to the pursuit of truths in science and who are modest, sincere and always ready to help others.

The Dr. Joe and Ann Gadbow Family Scholarship was established by Dr. Joseph J. Gadbow, Class of 1939. It is awarded to students demonstrating financial need, with preference given to those following a pre-medical course of study.

The Irene Heinz Given and John LaPorte Given Foundation Scholarships are reserved for students who are preparing for admission to medical school.

The J. Edward and Marie M. Hacker Scholarship, established by James E. Hacker, Class of 1981, in honor of his parents, is awarded with preference given to a student who is pursuing either a major or a minor in music.

The Doris M. and Ralph E. Hansmann Scholarship, established by Betty and Malcolm Smith in honor of Ralph E. Hansmann, Class of 1940 and a life trustee of the College, and his wife, Doris, is awarded to students who are disabled or visually- or hearing-impaired.

The Edith Hale Harkness Scholarship, established in memory of Edith Hale Harkness by Milton P. Kayle, Class of 1943 and a former trustee of the College, is awarded with preference given to students in the performing arts.

The Charles Harwood Memorial Fund Scholarship was established by Charles Harwood, Jr. in memory of his father, Charles Harwood, Class of 1902. It is awarded to students majoring in the classical languages, American history or English.

The Anthony and Lilas Hoogkamp Scholarship, established by Gregory T. Hoogkamp, Class of 1982, in honor of his parents, is awarded with preference given first to the son or daughter of a New York State police officer.

The Huguenot Society Scholarship is available to a student whose ancestry meets the requirements of the society and who satisfies the College's regular requirements for financial aid.

The Clara B. Kennedy Scholarships, established by Karen A. and Kevin W. Kennedy, Class of 1970, in honor of Mr. Kennedy's mother, are awarded with preference given to entering minority students who show promise in terms of their ability to contribute to academic and campus life at Hamilton. The scholarships are renewable.

The Karen A. Kennedy, M.D. Scholarship, established in her honor by her husband, Kevin W. Kennedy, Class of 1970, is awarded with preference to students who intend to go to medical school and who show compassion for members of the Hamilton community.

The Edwin J. Kenney, Jr. Scholarship was established by Taggart D. Adams, Class of 1963 and a trustee of the College, in honor of Edwin J. Kenney, Jr., Class of 1963, Distinguished Teaching Professor of Humanities and chairman of the English Department at Colby College. It is awarded to a student who has shown an interest in teaching.

The Reid W. Kittell Scholarship was established by the family and friends of Reid Kittell, Class of 1988, in his memory. It is awarded to a well-rounded student who demonstrates sensitivity and thoughtfulness for others in the community.

The A.G. and Margaret Lafley Scholarship, established by A.G. Lafley, Class of 1969, and his wife, Margaret, is awarded to students whose academic work includes an emphasis on globalization across the curriculum. Preference is given to students who participate in Hamilton's New York City or Washington, D.C., semesters (or similar domestic off-campus study programs) and a Hamilton-approved study-abroad program.

The Leavenworth Scholarship, established by Elias W. Leavenworth in 1882, is awarded to students with the name of Leavenworth.

The Helen B. Longshore Music Scholarship is awarded to talented undergraduates who contribute to the musical life of the College.

The Henry M. Love Scholarship, established by William D. Love, Class of 1909, provides a scholarship for relatives of Henry M. Love, Class of 1883, or, when no such relative is at the College, for a senior in the Emerson Literary Society. If awarded to a senior, it is intended for graduate study leading to a career in law, medicine, journalism, teaching or theology.

The William DeLoss Love Scholarship was established by William D. Love, Class of 1909, Mrs. William D. Scranton and others. Preference is given to descendants of William DeLoss Love, Class of 1843.

The William DeLoss Love, Jr. Class of 1945 Scholarship, established in honor of his classmates by William D. Love, Class of 1945, is awarded with preference given to students from the state of California or the descendants of members of the Class of 1945.

The Annie L. MacKinnon Scholarship was established by Dr. Edward Fitch with the stipulation that preference be given to a student whose record shows ability and interest in mathematics.

The Ethel K. Marran Scholarship, established by Ethel K. Marran, is awarded to a woman minority student in memory of Leah Webson, Class of 1986.

The David E. Mason Scholarship, established by David E. Mason, Class of 1961, is awarded to a member of Alpha Delta Phi.

The John P. and Marguerite McMaster Scholarship, established through a bequest from the estate of Marguerite McMaster, is awarded with preference given to students intending to pursue a career in sociology.

The John McNair Scholarship, established by the will of Edna Thirkell Teetor in memory of her grandfather, Class of 1827, is reserved for students registered in the “3-2” engineering program.

The Morgan Family Fund, established by Susannah Morgan, Kirkland College Class of 1972, and her husband, James A. Morgan, Jr., Class of 1971, provides financial support (either through scholarships or tutorials) to students with learning challenges.

The Lance R. Odden Scholarship was established in honor of Lance R. Odden, headmaster of the Taft School in Watertown, Conn., by George F. Little II, Class of 1971. It is awarded to graduates of the Taft School who clearly demonstrated academic excellence and leadership capabilities while attending that institution.

The David B. Parker Memorial Scholarship was established in honor of David Bruce Parker, Class of 1975, and is awarded to a member of the junior class who has completed the first three years at Hamilton with distinction in the study of French and/or history. The recipient must have demonstrated promise for useful citizenship through his or her character, scholarly attitude, the respect accorded the individual by members of the faculty, standing among peers and contribution to the extracurricular life of the College.

The Florence Husband and Paul Parker Scholarship in honor of Florence Husband, an accomplished photographer, and Paul Parker, a long-time professor of art at Hamilton, is awarded with preference given to students enrolled in art or photography courses.

The Robert E. Peach Memorial Scholarship, established by the family and friends of Mr. Peach, a member of the Class of 1941, is awarded to promising students who have displayed leadership, creativity and determination in the classroom and in extracurricular activities.

The Psi Upsilon Fraternity Scholarship was established by the Hamilton College chapter of the Psi Upsilon fraternity. Preference is given to students who are members, or descendants of alumni who were members, of that fraternity.

The Jules L. Rubinson Memorial Scholarship, established by Cecily G. and Richard M. Rubinson, Class of 1957, in memory of his father, is awarded to women and minority students who, at the end of their sophomore year, have been identified by the faculty as strong candidates for medical school and who are in need of scholarship assistance.

The Norman F. Ruhle Scholarship was established by Muriel Ruhle, wife of Norman F. Ruhle, Class of 1937, in Mr. Ruhle’s memory and on the occasion of the 60th reunion of the Class of 1937. It is awarded with preference given to juniors or seniors who demonstrate superior academic records and outstanding character, and who are majoring in history, government, foreign affairs or related subjects.

The Charlotte Buttrick Sackett Scholarship, established by Charles H. Duell, Class of 1871, is awarded with preference given to a member of the first-year class.

The Herbert and Nancy Salkin Scholarship provides funds for a student interested in both studio art and laboratory science.

The Hilde Surlemont Sanders Memorial Scholarship was established by Paul F. Sanders, L.H.D. (Hon.) 1958, in memory of his wife. Preference is given to disadvantaged minority students.

The Howard J. Schneider, M.D. Scholarship, established in honor of Howard J. Schneider, Class of 1960, is awarded with preference given to a student excelling in science who has also displayed involvement and leadership in extracurricular activities.

The Christopher George Scott Scholarship, established by the Scott Family Foundation of Chicago in memory of Christopher G. Scott, Class of 1962, is awarded to a student with an outstanding academic record.

The Scurci Family Scholarship, established in 2004, is awarded to students demonstrating financial need, with preference given to those with a broad range of interests inside and outside the classroom.

The September 11th Scholarship Fund at Hamilton College was established in 2001 by a lead gift from Hamilton Trustee Stephen I. Sadove, Class of 1973, along with hundreds of gifts from alumni, parents and friends, to honor the memory of Sylvia San Pio Resta, Class of 1995, Arthur J. Jones III, Class of 1984, and Adam J. Lewis, Class of 1987 — Hamilton alumni who tragically lost their lives during the Sept. 11, 2001, terrorist attacks on America. The scholarship is awarded based on financial need in the following order of preference: first, to students who are direct descendants of those alumni listed above; second, to students who are direct descendants of any other victim of the September 11th attacks; third, to students who are the direct descendants of victims of future national calamities; fourth, to students who have lost a parent for any reason.

The Seventy-Five Year Class Scholarship, established by William DeLoss Love, Class of 1909, whose father was a member of the Class of 1876, is awarded first with preference given to any descendant of a member of the Hamilton Classes of 1874, 1875 or 1876; second to a student from the West Coast; and third at the discretion of the College.

The Margaret and Herman Sokol Scholarship was established by Margaret M. Sokol, a friend of the College, to honor the memory of her husband, Herman Sokol, who held a Ph.D. from New York University in organic chemistry and had a distinguished career with Bristol-Myers Squibb. The scholarship is awarded to students demonstrating financial need, with preference given to students studying chemistry.

The Schuyler B. Steere Scholarship was established for blood relations of the donor, Schuyler B. Steere, Class of 1851. If none appears, preference is given to candidates for the ministry.

The A. Waldron Stone Scholarship was established by William D. Stone, Class of 1961, in memory of his father, a member of the Class of 1919, and is awarded to juniors and seniors who are majoring in geology or English.

The James Aloysius Stover Scholarship for Adirondack Adventure Fund was established in 2004 in memory of James, son of Susan Anderson, Class of 1987, and Keith Stover, Class of 1984, by his family and friends to provide support to first-year students with demonstrated financial need who wish to participate in the Adirondack Adventure Program.

The William K.-M. Tennant Memorial Scholarship was established in memory of William K.-M. Tennant, Class of 1958, by his family and friends. It is awarded with preference given to talented students who contribute to the performing and visual arts at the College.

The Eugene M. Tobin Scholarship honors Hamilton's 18th president for his 23 years of dedicated service to the College community, including 10 years as president. Initiated by President Tobin's family, the scholarship is awarded to students with an interest in and aptitude for the study of history, as well as demonstrated leadership and problem-solving abilities.

The Winton and Patricia Tolles Scholarship was established by family and friends to commemorate the 25 years of service provided by Dean Tolles, Class of 1928. It is awarded to first-year students who have demonstrated leadership qualities in secondary school and who are identified by the Admission Committee as unusually attractive candidates for matriculation. It is renewable for the sophomore, junior and senior year, depending upon student performance.

The John W. Uhlein '79 Scholarship is awarded to students demonstrating promise and financial need with preference given to individuals who have participated in the Prep for Prep program, or a similar pre-collegiate, educational leadership program.

The Richard J. and Jean F. Valone Scholarship, established by Dr. Valone, Class of 1943, and his wife, Jean, is awarded with preference given to students who are planning a career in medicine.

The Henry B. Watkins Scholarship was established by the Watkins family, including Robert R. Watkins, Class of 1879, Henry B. Watkins, Class of 1912, and Henry B. Watkins III, Class of 1973. It is awarded to an entering student who has demonstrated outstanding academic achievement and athletic ability.

The Kenneth J. Watkins '25 Scholarship was established by Russel A. Bantham, Jr., Class of 1963, and his wife, Ann Watkins Bantham, to honor the memory of Mrs. Bantham's father, Kenneth J. Watkins, Class of 1925. Mr. Watkins was a loyal and dedicated alumnus who built his career teaching science at Utica Free Academy in Utica, N.Y. The scholarship is awarded to students demonstrating financial need, with preference given first to students majoring in biochemistry, second to those majoring in chemistry and third to those majoring in one of the natural sciences.

The Michael S. White Scholarship was established in his memory by friends of Michael S. White, Class of 1972. It is awarded in recognition of campus citizenship, school spirit, sensitivity to and positive influence on others, camaraderie and a sense of fun.

The Ashley McLean-Brown Wilberding Scholarship was established by Mr. and Mrs. Stephen Van C. Wilberding in honor of their daughter, Ashley Wilberding, Class of 1994. It is awarded to a student who has demonstrated interest in foreign languages and who has participated in women's athletics. Preference is given to a student who has made a significant contribution to women's ice hockey at Hamilton.

The Leroy Williams Scholarship, established by Leroy Williams, Class of 1889, is awarded with preference given to students intending to enter the Presbyterian ministry.

The Lawrence A. Wood '25 Memorial Scholarship was established by Margaret Buoy Wood in memory of her husband, Lawrence A. Wood, a member of the Class of 1925. It is awarded with preference given to students studying physics.

The Kirkland Endowment

The following scholarships are for the support of women at Hamilton:

The Edward Johnson Dietz Memorial Scholarship was established by family and friends of Julia Grant Dietz in memory of her son, and provides scholarships with preference given to women from the Syracuse, N.Y., area.

The Dorothy Scott Evans Memorial Scholarship, established in her memory by her family and friends, is awarded to a woman matriculating under the Hamilton Horizons Program.

The William and Mary Lee Herbster Scholarship was established by Mr. and Mrs. William G. Herbster to provide scholarships for women attending Hamilton. Mr. Herbster, Class of 1955, is a former member of both the Hamilton and Kirkland boards of trustees.

The Lillia Babbitt Hyde Scholarship provides scholarships with preference given to women from the New York City area.

Prize Scholarships

Prize scholarships are awarded to students who have completed at least one year at Hamilton and who have demonstrated some achievement while enrolled at the College. The achievement is most often high quality academic work, but it may also include enrollment in a particular field of study or demonstrated good character and campus citizenship.

Most prize scholarships require that the recipient demonstrate need and be eligible for financial aid. Most prize scholars will, therefore, already be recipients of unfunded grants from the College. The intent of the award of a prize scholarship is to honor the recipient by substituting a named or designated scholarship for an unfunded grant.

Prize scholarships are awarded either in the fall or in the spring on Class and Charter Day.

The Benjamin Walworth Arnold Prize Scholarship, established by Mrs. Benjamin Walworth Arnold in memory of her husband, provides three prize scholarships. One is awarded annually to the holder of a regular scholarship in each of the sophomore, junior and senior classes who, in the preceding year, has achieved the best record in college coursework.

The Robert A. Bankert, Jr. Prize Scholarship was established in 1970 in memory of Robert A. Bankert, Jr., Class of 1970, by his family and friends. Preference is given to a student who has participated in extracurricular activities and who, at the beginning of the junior year, has shown the greatest improvement in academic average.

The Dr. Philip I. Bowman Prize Scholarship was established by friends in honor of Dr. Bowman, a distinguished chemical engineer. It is awarded to a student who has a deep interest in science (preferably chemistry), foreign languages and co-curricular involvement; who strives for perfection; and who has a high level of tolerance and empathy for others.

The Madeleine Wild Bristol Prize Scholarship in Music, established in memory of Madeleine Wild Bristol, is awarded to a rising sophomore, junior or senior music student who is an outstanding performer, composer, scholar or leader in music and who is also an active participant in a broad range of extracurricular activities.

The Coleman Burke Prize Scholarship, established by Coleman Burke, Class of 1934 and former chairman of the board of trustees, and his wife, Mary Poston Burke, is awarded to a sophomore who has demonstrated strong academic ability, as well as broad-based extracurricular involvement and the potential for leadership in the Hamilton community.

The Carter Family Prize Scholarship was established by Diane Carter Maleson, mother of Gwendolyn Maleson, Class of 1993, in memory of her parents, Gerald and Camille Carter, and her sister and niece, Joan and Christine Scholes. It is awarded to a student who excels in the visual or performing arts, who is a talented writer and who maintains a minimum average of 85.

The Class of 2003 Memorial Prize Scholarship, established by the Class of 2003 in memory of their classmates and friends Jared Good, Matthew Houlihan and Christopher Kern, is awarded at the end of the sophomore year to that individual who exemplifies the true characteristics of a Hamiltonian as demonstrated by Jared, Matt and Chris.

The Thomas E. Colby III Prize Scholarship in German, established by his family in memory of Thomas E. Colby, Class of 1942 and a professor of German at Hamilton from 1959 to 1983, is awarded to a student concentrating in German who has demonstrated superior scholarship in that discipline.

The Frank C. and Marion D. Colridge Prize Scholarship, established by Frank C. Colridge, Class of 1918, and his wife, Marion, is awarded to a junior who possesses the outstanding qualities of leadership and character as evidenced by broad-based participation in extracurricular activities at Hamilton.

The Curran Prize Scholarship, established by relatives of Colonel Henry H. Curran, Class of 1862, provides a scholarship for a student who has need of financial aid, who has enrolled in the courses in the Classics Department and who has achieved a distinguished record in those courses.

The Captain Gerald FitzGerald Dale Senior Scholarship is awarded to a senior who has completed the junior year with distinction in literature, language, music, science or social science; ranks in the top tenth of the class; and needs financial aid. In addition, the student must have demonstrated promise for useful citizenship by character, standing among fellow students and contribution to the extracurricular life of the College.

The Charles A. Dana Prize Scholarships are awarded to approximately 10 students at the end of their first year in recognition of academic achievement, character and leadership. The prize scholarships continue through the senior year, provided the recipients continue to fulfill the requirements.

The Duell German Prize Scholarship, established by the Honorable Charles Holland Duell, Class of 1871, is awarded to a senior who has excelled in the study of German and who elects an advanced course in that subject during the senior year.

The Milton F. Fillius, Jr./Joseph Drown Prize Scholarship, established by the Joseph Drown Foundation, is awarded to a student completing the junior year who has been very successful academically, who has demonstrated outstanding leadership qualities while at Hamilton and who is likely to make a significant contribution to society in the future.

The Dr. Edward R. Fitch Prize Scholarships in Classical Languages, founded by E. Root Fitch, Class of 1886, are awarded annually to students who are registered for courses in either Greek or Latin. The awards are made on the basis of need, scholarship standing, character and salutary influence on the life of the College.

The Donald A. Hamilton Prize Scholarship, established by the family and friends of Mr. Hamilton, Class of 1924, is awarded to a junior who has displayed leadership, creativity and determination in the classroom and in extracurricular activities, and who has made exceptional academic improvement in the previous year.

The Ann Miller Harden Prize Scholarship, established in memory of Ann Miller Harden in 1993 by her husband and Hamilton College Trustee David E. Harden, Class of 1948, is awarded to the outstanding woman painter at the end of her sophomore year. Additional special scholarships may also be awarded, upon recommendation of the Art Department faculty, to studio art students demonstrating exceptional promise.

The Randall J. Harris Prize Scholarship, created in memory of Randall J. Harris, Class of 1974, by his family and friends, is awarded to a junior concentrating in philosophy who has demonstrated superior scholarship in that discipline. Preference is given to a student expressing a desire to undertake graduate study in philosophy.

The L. David Hawley Prize Scholarship in Geology, established by alumni in honor of Professor Hawley, who taught geology at Hamilton for 25 years, is awarded to an outstanding junior who intends to go on to a career in geology. Consideration is also given to promise as a scientist, breadth of background in the sciences, general academic standing and financial need.

The Matthew Houlihan Prize Scholarship, made possible by an annual gift from the Matthew Houlihan Foundation, was established in 2002 in memory of Matthew Houlihan, Class of 2003. It is awarded to a rising senior who demonstrates solid academic achievement (minimum 3.0 GPA), strong extracurricular involvement, a loyal commitment to classmates, exemplary school citizenship and unselfish devotion to Hamilton.

The Edward Huntington Memorial Mathematical Prize Scholarship, established by Alexander C. Soper, Class of 1867, is awarded to a senior who has excelled in mathematics and who elects a course in that discipline during the senior year.

The Grant Keehn Prize Scholarship, established by family and friends in memory of Grant Keehn, Class of 1921, a distinguished businessman and former chairman of the board of trustees, is awarded after the first year to one or two students who have demonstrated notably strong characteristics of leadership and who are in good academic standing. Preference is given to minority students.

The Leonard E. and Sue J. Kingsley Prize Scholarship, established by Leonard E. Kingsley, Class of 1951 and a life trustee of the College, and his wife, Sue, is awarded to members of the sophomore or junior class who have demonstrated the potential for both significant academic achievement and community leadership.

The Kirkland Alumnae Prize Scholarship, established by the Kirkland College Class of 1974 and supplemented by other Kirkland classes, is awarded to an upperclass woman who exemplifies the ideals of Kirkland women, specifically initiative, creativity and ingenuity, and who has the ability to achieve objectives through self-directed academic and nonacademic pursuits.

The Paul S. Langa Prize Scholarship, established by Paul S. Langa, Class of 1948, is awarded to the Hamilton student who has demonstrated academic excellence along with outstanding determination, leadership and commitment in extracurricular activities.

The Calvin Leslie Lewis Prize Scholarship in the Dramatic Arts was established by Elisabeth and Charles G. Mortimer, Jr., Class of 1949, in memory of Mr. Mortimer's grandfather, Calvin L. Lewis, Class of 1890 and the Upson Professor of Rhetoric and Oratory from 1908 to 1935. It is awarded to students, preferably juniors, who have demonstrated an interest and ability in oral communication in its broadest aspects and who have actively and successfully participated in programs in the dramatic arts.

The Willard Bostwick Marsh Prize Scholarships, established by Willard B. Marsh, Class of 1912, in memory of President Melancthon Woolsey Stryker, Class of 1872, are awarded to juniors and seniors with financial need who have maintained a scholastic average of at least B since entering the College.

The Michael Maslyn '01 Memorial Prize Scholarship, established by the Class of 2001 (through their Senior Class Gift) in memory of their classmate, Michael Maslyn, is awarded at the end of the junior year to that individual who demonstrates exceptional class spirit.

The Carl B. Menges Prize Scholarship in College Governance was established in 2000 by John D. Phillips, Jr., Class of 1969, in honor of Carl B. Menges, Class of 1951. This scholarship is awarded to a junior or senior who writes the best essay on any significant aspect of college governance, broadly defined to include academic, administration, admissions, alumni, building and grounds, endowment, finance, student life and trustee issues.

The Marcel Moraud Memorial Prize Scholarship, established by family and friends in memory of Professor Moraud, who taught French at Hamilton from 1951 to 1982, is awarded to the senior majoring in French and returning from the Junior Year in France Program who demonstrates academic excellence, strength of character and a sense of humor.

The Robert Leet Patterson Prize Scholarships in Philosophy, established by Robert Leet Patterson, Class of 1917, are awarded to sophomores and juniors who have excelled in the study of philosophy.

The Frank Humphrey Ristine Prize Scholarship was established by former students and other friends in memory of Frank H. Ristine, professor of English literature from 1912 to 1952, and is awarded for excellence in English. Consideration is also given to general academic standing, need for financial aid and campus citizenship.

The Oren Root, Jr. Prize Scholarships, established by friends of Professor Root, who taught mathematics at Hamilton from 1860 to 1862 and again from 1880 to 1907, are awarded to the two juniors who have the best records in mathematics during the first and second years and who continue that subject through the junior year.

The Jenny Rubin Memorial Prize Scholarship, established by friends in memory of Jennifer Lynn Rubin, Class of 1983, is awarded to that senior woman who has evinced interest in, and ongoing commitment to, helping others improve their lives.

The William John Schickler III Prize Scholarship, established by his family and friends in memory of William J. Schickler III, Class of 1982, is awarded to an upcoming junior who demonstrates good academic performance, financial need, enthusiasm for life and dedicated participation in extracurricular activities.

The Arthur W. Soper Prize Scholarship in Latin, established by Arthur W. Soper, M.A. (Hon.) 1893, is awarded to a senior who has excelled in Latin and who elects a course in the discipline during the senior year.

The Chauncey S. Truax Prize Scholarship in Greek is awarded to the senior who has stood highest in the study of Greek for the first three years with an average grade of no less than 85. Preference is given to candidates who entered Hamilton as first-year students with credit in Greek.

The Vrooman Prize Scholarship, established through the generosity of John W. Vrooman, is awarded to a rising sophomore who has achieved academic excellence, has need for scholarship aid and who has enrolled in at least one course in the Classics Department.

The Frederick Reese Wagner Prize Scholarship in English, established by former students and others in honor of Professor Wagner, who taught English at Hamilton from 1969 to 1995, is awarded for excellence in the study of English literature.

The Sam Welsch Memorial Prize Scholarship in Computer Science, established in memory of Sam Welsch by Jason Fischbach, Class of 1994, and his parents, is awarded to a student who excels in and shows enthusiasm for the study of computer science. The award is not limited to computer science concentrators.

The Sidney and Eleanor Wertimer Prize Scholarships in Economics, established by John Phillips, Jr., Class of 1969, and John Phillips, Sr., honor Sidney and Eleanor Wertimer for their dedication to Hamilton and its students. The prize scholarships are awarded to up to five juniors who have excelled in the study of economics.

The Lawrence K. Yourtee Prize Scholarship, established by friends and former students in honor of Professor Yourtee, who taught chemistry at Hamilton from 1948 to 1982, is awarded to the student who has shown the greatest improvement in general chemistry in the first year.

Fellowships

Fellowships are awarded to graduating seniors to assist them in furthering their education.

The Manley F. Allbright Fellowship, established by Mrs. Manley F. Allbright in memory of her husband, a member of the Class of 1903, provides funds for the first year of graduate study in a divinity school.

The Samuel F. Babbitt Kirkland College Fellowship, named in honor of the first and only president of Kirkland College, is awarded to the female graduate who best exemplifies the spirit of individual learning that was associated with Kirkland College, to assist her in meeting the expenses of pursuing an advanced degree.

The Bristol Fellowship began in 1996 as part of a gift to Hamilton College by William M. Bristol, Jr., Class of 1917. Created by his family, this fellowship is designed to encourage Hamilton students to experience the richness of the world by living outside the United States while pursuing a project of deep personal interest.

The James H. Glass Fellowship, established by Dr. James H. Glass, M.A. (Hon.) 1912, is granted for two years of graduate study in biology to any member of the senior class who has demonstrated a high order of scholarly attainment in general and has shown marked ability and special aptitude for research in biology.

Hamilton College Fellowship at Vanderbilt Law School, established by the Stephen J. Weaver Foundation and by James W. Coupe, Class of 1971, provides fellowships to Hamilton graduates who matriculate at Vanderbilt University Law School. Preference will be given to first-year law students. Recipients may be reappointed for subsequent years.

The George Watson's College, Edinburgh, Scotland, Teaching Assistantship was established as an exchange between George Watson's and Hamilton to provide a recent graduate with a comprehensive teaching opportunity.

The Hamilton Fellow at George Watson's College in Edinburgh, Scotland, serves as an internship in teaching, extracurricular activities and dormitory counseling.

The Franklin D. Locke Fellowship was established under a provision of the Chauncey S. Truax Prize and provides an award for graduate study in Greek.

The Henry M. Love Fellowship, established by William D. Love, Class of 1909, provides a scholarship for relatives of Henry M. Love, Class of 1883, or, when no such relative is at the College, may be awarded to a senior in the Emerson Literary Society for graduate study leading to a career in law, medicine, journalism, teaching or theology.

The Elihu Root Fellowships, established in 1894 by Elihu Root, Class of 1864, are granted to members of the senior class who have shown high achievement and special aptitude for research in one or more of the departments of science and who plan to pursue graduate study in science.

The Judge John Wells Fellowship, established under a provision of the Glass endowment, provides a stipend for graduate work in the general areas of government and political science to any member of the senior class who has demonstrated a high order of scholarly attainment in general and has shown marked ability and special aptitude for research in political science.

Internships

Internships are awarded to support student research projects during the academic year or over the summer.

The Joseph F. Anderson '44 Internship Fund provides stipends to support full-time internships for students wishing to expand their educational horizons in preparation for potential careers after graduation. Internships need not be limited to the student's proposed or declared area of concentration.

The Bristol-Myers Squibb Fellowship Program, made possible through grants from the Bristol-Myers Squibb Foundation, provides support for students engaged in summer research projects.

The Casstevens Family Fund was established by Mr. and Mrs. O.L. Casstevens, parents of Martin Casstevens, Class of 1980 and Michael Casstevens, Class of 1991, to support students working on special research projects.

The Class of 2006 Internship Fund provides support for expenses associated with full-time, unpaid summer student internships, including, but not limited to, related transportation, room and/or board expenses.

The General Electric Fellowship Program for Minority Science Student Research, made possible through a grant from the General Electric Foundation, provides support for minority students conducting scientific research during the summer.

The Ralph E. Hansmann Science Students Support Fund, established in honor of Ralph E. Hansmann, Class of 1940 and a life trustee of the College, provides support for science students conducting research during the academic year or over the summer.

The Howard Hughes Science Students Research Program, made possible through a grant from the Howard Hughes Medical Institute, provides support for undergraduate science students pursuing independent summer research projects.

The Jeffrey Fund Science Internship supports stipends for off-campus student internships in the sciences and/or on-campus faculty-student collaborative research projects in the sciences.

The Monica Odening Student Internship and Research Fund in Mathematics, established by Life Trustee William M. Bristol, III '43 in honor of his granddaughter, Monica Hastings Lee Odening, Class of 2005, provides support for directed student internships in mathematics and student-faculty collaborative research in mathematics.

The Don Potter Endowment in Geology, established by friends and former students of Donald B. Potter in recognition of his 34 years as a professor of geology at Hamilton, provides support for undergraduates pursuing geological field research. Preference is given to summer field research projects.

The Summer Internship Support Fund, established by John G. Rice, Class of 1978, provides grants to cover out-of-pocket expenses, including housing and travel, associated with both paid and unpaid student summer internship opportunities at profit and not-for-profit organizations.

The Steven Daniel Smallen Memorial Fund for Student Creativity, established by Ann and David Smallen in memory of their son, Steven, encourages student creativity by providing funds for projects displaying some, or all, of the characteristics of originality, expressiveness and imagination.

The Sergei S. Zlinkoff Student Medical Research Fund, established by the Sergei S. Zlinkoff Fund for Medical Education, provides research support for pre-medical students or for students engaged in research related to the field of medicine.

Prizes

Most prizes are given for academic achievement, either in general coursework, in a particular discipline, or in an essay or other exercise. A few prizes recognize service to the College community or personal character. Prizes are awarded in the fall, in the spring on Class and Charter Day, and at Commencement. In all cases, prize committees reserve the right not to award a prize in any given year should there be no candidate of sufficient merit.

Achievement Prizes

The Babcock Prize in Philosophy and Pedagogy, established by Edward S. Babcock, Class of 1896, is awarded to a senior who has excelled “in philosophy, and particularly in the science of pedagogy.”

The Edwin Barrett Prize, established by alumni in honor of Professor Barrett, who taught English and theatre at Hamilton from 1950 to 1987, is awarded to a student who, at the end of the sophomore year, has made a significant contribution to the College’s theatre program.

The James L. Bennett Prize, established by Emma M. Bennett Elsing in memory of James L. Bennett, Class of 1871, is awarded to a senior who has completed the junior year with distinction.

The Emily and Alfred Bohn Prize in Studio Art, established by Harold C. Bohn, Class of 1926, in memory of his parents, is awarded to a junior or senior who demonstrates significant progress in studio art.

The Harold C. Bohn Prize in Anthropology was established by Harold C. Bohn, Class of 1926, and is awarded to a student who has excelled in the study of anthropology.

The Brockway Prize, established by A. Norton Brockway, Class of 1857, is awarded to that member of the first-year class who has the best academic record.

The Frederick Edmund Alexis Bush Award is awarded each year to a member of the Student Assembly who is a great leader, a devoted representative to his or her class, and a hard worker — an individual who follows through and ensures greatness.

The G. Harvey Cameron Memorial Prize, established by family, friends and former students to honor the memory of Professor Cameron, who taught physics at Hamilton from 1932 to 1972, is awarded to that first-year student or sophomore who shows the most promise in experimental physics.

The Nelson Clark Dale, Jr. Prize in Music was established in memory of Captain Nelson Clark Dale, Jr., USMC, Class of 1942, by his parents, and is awarded to a student who has shown exceptional ability in music as a composer, interpreter or leader, or who has contributed most to the musical life of the College.

The Darling Prize in American History, established by Charles W. Darling, Class of 1892, and supplemented by a friend of the College, is awarded to the senior having the most distinguished record in at least four courses in American history.

The Donald J. Denney Prize in Physical Chemistry, established by friends and former students in honor of Donald J. Denney, who taught chemistry at Hamilton from 1957 to 1986, is awarded annually to a student who excels in physical chemistry.

The Arthur O. Eve Prize is awarded annually to the graduating senior in the Arthur O. Eve Higher Education Opportunity Program/College Scholars Program who best exemplifies academic achievement and community service.

The Dr. Edward Fitch Prize in Greek, founded by E. Root Fitch, Class of 1886, is awarded annually to that student who, on completion of one year of Greek, has maintained the best record in that subject. To be eligible for the award, the appointee must elect Greek in the following year.

The Dr. Edward Fitch Prize in Latin, founded by E. Root Fitch, Class of 1886, is awarded annually to that student who, on completion of one or two years of Latin, has maintained the best record in that subject. To be eligible for the award, the appointee must elect Latin in the following year.

The Gélas Memorial Prize, established in 1955 by a group of alumni to honor the memory of Jean-Marius Gélas, fencing coach and professor of physical education from 1921 to 1946, is awarded to the senior who has shown the greatest development in strength of character, leadership and athletic ability while at Hamilton.

The Michael T. Genco, Jr. Prize in Photography, established by family and friends of Michael T. Genco, Jr., Class of 1985, is awarded to that student who, in the opinion of the appropriate faculty members of the Art Department, has submitted the most outstanding work to the Genco Photographic Contest and who has shown an unusual interest in photography.

The Francis W. Gilbert Prize was established by the Class of 1953 in memory of Francis Gilbert, fellow in history at Hamilton College from 1946 to 1953. It provides a cash award to that sophomore who, in the opinion of the dean of students, has shown the greatest scholastic improvement in the spring term of the first year.

The William Gillespie Prize in Art, established in memory of William J. Gillespie, Class of 1962, is awarded to a concentrator in art who excels in that subject.

The Adam Gordon Campus Service Awards, established in 1978 in memory of Adam Gordon, Class of 1980, provide cash prizes to be awarded annually to those students who, in the opinion of the Student Assembly, have made significant contributions in the area of campus service.

The Edgar Baldwin Graves Prize in History, established by his former student, David M. Ellis, Class of 1938, is awarded to a senior who excels in the study of history.

The David J. Gray Prize in Sociology is awarded to the outstanding senior concentrator in honor and memory of Professor Gray, the first chair of the Sociology Department.

The Mary McMaster Hallock Prize in Science was established by Andrew C. Hallock, Class of 1938, in memory of his wife. It is awarded to a senior who has been admitted to medical school and who, in the judgment of the Health Professions Advisory Committee, has demonstrated excellence in coursework in science.

The Hamilton College Book Award in Russian is given to a student who has excelled in the study of Russian.

The Hamilton College Campus Service Awards are given each year to those students who, in the opinion of the Student Assembly, have made significant contributions in the area of campus service. Individual awards consist of a plaque with the student's name inscribed thereon.

The Franklin G. Hamlin Prize in French, established by former students in honor of Professor Hamlin, who taught French at Hamilton from 1949 to 1980, is awarded to a senior who has excelled in French and plans to continue its study, or the study of a related field, in graduate school.

The Charles J. Hasbrouck Prize in Art History, established by Mr. and Mrs. Kenneth E. Hasbrouck, Sr. in memory of their son, Charles J. Hasbrouck, Class of 1974, is awarded to a senior who has excelled in the study of art history.

The Hawley Prizes in Greek and Latin, established by Martin Hawley, Class of 1851, are awarded for excellence in Greek and Latin. Equal in value, the prizes take the form of books and are selected by the winners each year.

The Holbrook Prize in Biology, established by David A. Holbrook, Class of 1844, is awarded to the senior having the best record in six courses in biology.

The Constantine Karamanlis Prize in World Politics was established by Constantine Karamanlis, Class of 1998, and his family. The prize honors the memory of Mr. Karamanlis' uncle, the former President of Greece, Constantine Karamanlis. The prize is awarded to the outstanding senior concentrator in world politics.

The Kirkland Prize, established by Abigail R. Kirkland, is awarded to a student who excels in mathematics.

The Kneeland Prize, established by the Rev. Martin Dwelle Kneeland, Class of 1869, is awarded to the student who has the best record when the grades in two courses on the Bible and in an essay competition on an assigned biblical subject are combined.

The Edwin B. Lee, Jr. Prize in Asian History/Asian Studies, established by Alan H. Silverman, Class of 1976, in honor of Professor Lee, who taught history at Hamilton from 1958 to 1987, is awarded to a senior who has excelled in the study of Asian history or in Asian studies.

The Leo Mackta Prize in Physics, established in honor of Dr. Leo Mackta by his daughter, Betsy Mackta Scott, Kirkland College Class of 1972, and her husband, Thomas J. Scott, Jr., is awarded to a student who excels in applied physics.

The Jonathan Marder Prize, established by Mr. and Mrs. Marder in memory of their son, a member of the Class of 1976, is awarded to a senior who excels in the study of psychology.

The Jeremy T. Medina Prize is awarded to a freshman or sophomore who has demonstrated outstanding academic excellence and has been accepted into the subsequent year's Hamilton College Academic Year in Spain Program.

The Thomas E. Meehan Prize in Creative Writing, established by Thomas E. Meehan, Class of 1951, is awarded to two juniors who have distinguished themselves in creative writing.

The James Soper Merrill Prize, established in memory of James Soper Merrill by his cousin, James P. Soper, Class of 1911, is awarded at Commencement to that member of the graduating class "who, in character and influence, has best typified the highest ideals of the College." Selected by the faculty, the recipient is presented with a gold watch.

The J. Barney Moore Prize in Art, established by the Class of 1982 in memory of J. Barney Moore, is awarded to a senior who excels in studio art.

The George Lyman Nesbitt Prizes were established by friends of Professor Nesbitt, valedictorian of the Class of 1924, who taught English at Hamilton from 1924 to 1926 and from 1930 to 1973, and are awarded to the valedictorian and the salutatorian.

The Norton Prize, established by Thomas Herbert Norton, Class of 1873, is awarded to the undergraduate who has demonstrated the greatest capacity for research in chemistry.

The Payne Hills Prize, established in 1982 by the Maynard family, is a Brunton pocket transit awarded annually to a member of the junior class excelling in geosciences field work.

The Phi Beta Kappa Book Prizes were established by an alumnus and his wife to recognize and to encourage students who have completed their first year at Hamilton and are likely to become eventual candidates for election to Phi Beta Kappa. The prizes are awarded to the 10 students who have the highest grade point averages at the conclusion of their first year of study.

The Walter Pilkington Memorial Prize, established by a friend of the College, is awarded to a student who has rendered distinguished service to the community in the areas of print and radio journalism and dramatics.

The Prizes for Excellence in Chinese Language and Literature were established by Hong Gang Jin and De Bao Xu, both of whom are professors in the East Asian Languages and Literatures Program at Hamilton. Two prizes are awarded each year: one for excellence at the introductory level of study, and one for excellence at the advanced level.

The Public Policy Prize, established by a friend of the College, is awarded to the senior with the best record in the Public Policy Program and in the Public Policy Seminar.

The Putnam Prize in American History was established by a gift from Dr. Frederick W. Putnam of Binghamton, N.Y., and was supplemented by a friend of the College. The gift provides a prize of books for the senior having the second-most distinguished record in at least four courses in American history.

The Renwick Prize in Biology, founded by Edward A. Renwick, is awarded to a member of the senior or junior class appointed by the faculty and provides a scholarship for the study of biology during the summer.

The Jack B. Riffle Awards for Senior Athletes were established by alumni and friends of Jack B. Riffle, Class of 1950 and a trustee of the College from 1979 to 1986. They are awarded to an outstanding male and an outstanding female athlete in the senior class who, in the judgment of the director of athletics, also demonstrate the highest ideals of competitive sports.

The Rogers Prize in Geology, established by E. Albert Rogers, Class of 1898, is awarded to a senior majoring in geosciences and excelling in the courses in that concentration.

The Senior Prize in Biochemistry/Molecular Biology is awarded to the outstanding concentrator in biochemistry/molecular biology.

The Senior Prize in Comparative Literature is awarded to the outstanding senior concentrator in comparative literature.

The Senior Prize in Dance is awarded to the outstanding senior concentrator in dance.

The Senior Prize in Economics is awarded to the outstanding senior concentrator in economics.

The Senior Prize in Government is awarded to the outstanding senior concentrator in government.

The Senior Prize in Neuroscience is awarded to the outstanding senior concentrator in neuroscience.

The Senior Prize in Theatre is awarded to the outstanding senior concentrator in theatre.

The B.F. Skinner Prize, established in honor of B.F. Skinner, Class of 1926, is awarded to a senior who excels in psychological research.

The H. Samuel Slater Prize in Romance Languages, established in memory of his father-in-law, H. Samuel Slater, by Milton P. Kayle, Class of 1943 and a former trustee of the College, is awarded to a student who, at the end of the sophomore year, has excelled in the study of a romance language.

The Rusty Smith Memorial Teaching Prize in Computer Science, established in memory of Russell G. Smith III, Class of 1995, is awarded to that concentrator selected as being most committed to helping other students of computer science through shared learning. The recipient receives the designation of head departmental teaching assistant.

The Southworth Prize in Physics, established by Tertius D. Southworth, Class of 1827, is awarded to a senior who excels in physics.

The Squires Prize in Philosophy, established by Byron B. Taggart, Class of 1896, in honor of William Harder Squires, Class of 1888, is awarded annually to the senior who has the highest grade when the marks for six courses in philosophy and a special examination designed for the purpose are combined.

The Tarbell Book Prize in Organic Chemistry is awarded to that student who has just completed organic chemistry with distinction, demonstrated high aptitude for the subject matter and evinced strong interest in organic chemistry.

The Tompkins Prize in Mathematics, established by Hamilton B. Tompkins, Class of 1865, is awarded to two juniors who excel in mathematics. The award is made upon the basis of an examination near the close of the junior year, involving three years of work in mathematics.

The Underwood Prize in Chemistry was established as a fund by George Underwood, Class of 1838, and increased by J. Platt Underwood, Class of 1870. It is awarded to a senior who excels in chemistry.

The John Lovell Watters Prize, established in memory of John L. Watters, Class of 1962, is awarded to a graduating senior who has demonstrated excellence in French and who has made significant contributions to the intercollegiate athletic program.

The Michael S. White Prize was established in memory of Michael S. White, Class of 1972, by Mr. and Mrs. John F. White, his parents. The prize, an engraved plaque, is awarded to two graduating seniors — one each from both the men's and women's ice hockey teams — in recognition of team spirit, leadership and integrity.

The Karen Williams Theatre Prize, established in memory of Karen L. Williams, Class of 1988, is awarded to a member of the junior class who is majoring in theatre and who has demonstrated a generosity of spirit and commitment to theatre activities at Hamilton.

The Winchell Prize in Greek, established by Walter B. Winchell, Class of 1880, is awarded annually to the student who, beginning Greek in college, has the best record in six courses in this language.

The Winslow Prize in Greek, established by William Copley Winslow, Class of 1862, is awarded to the member of the sophomore class attaining the greatest proficiency in Greek for the year.

The Winslow Prize in Latin, established by William Copley Winslow, Class of 1862, is awarded to the member of the first-year class attaining the greatest proficiency in Latin for the year.

The Winslow Prize in Romance Languages, established by William Copley Winslow, Class of 1862, is awarded to the member of the junior class attaining the greatest proficiency in romance languages while in college.

The Wyld Prize in German, established by Lionel D. Wyld, Class of 1949, in memory of Mary E. and Fred H. Wyld, Sr., is awarded to a junior or senior for excellence in German as evidenced by coursework and an essay.

Public Speaking Prizes

The Clark Prize, established by Aaron Clark and increased by Henry A. Clark, Class of 1838, is awarded to that senior who is adjudged to be the best speaker in the annual Clark Oratorical Contest.

The McKinney Speaking Prizes, established by Charles McKinney, are awarded to four students, one in each class, who have been determined the best speakers in competition.

The Earl H. Wright Prize for Excellence in Public Discourse and Advocacy was originally established by his son, Warren Wright, with its legacy furthered by his grandson, Scott Wright, Class of 1975. The prize is awarded to a junior or senior who has demonstrated excellence in these areas within the academic environment.

The Warren E. Wright Prize in Public Speaking, established by Robert S. Ludwig, Class of 1972 in honor of Warren E. Wright, the Upson Professor of Rhetoric and Oratory from 1977 to 1993, is awarded to that student who is determined to be the best speaker in the annual Wright Prize competition.

Writing Prizes

The Dean Alfange Essay Prizes, established by Dean Alfange, Class of 1922, are awarded to the students who write the best and second-best essays on a feature or an issue of American constitutional government.

The Cobb Essay Prize, established by Willard A. Cobb, Class of 1864, is awarded to the student submitting the best essay on journalism.

The Cunningham Essay Prize, established by John Howard Cunningham, Class of 1866, is awarded to the senior submitting the best essay on some phase of the life of Abraham Lincoln.

The Adam Gordon Poetry Prize for First-Year Students, established by Walter I. Kass, Class of 1978, in memory of Adam Gordon, Class of 1980, is awarded for the best poem submitted by a member of the first-year class.

The Doris M. and Ralph E. Hansmann Poetry Prize is awarded in honor of Ralph, Class of 1940, and his wife, Doris, each year by the Academy of American Poets. This prize is based upon the results of a competition involving 10 selected colleges.

The Head Essay Prize, established by Franklin H. Head, Class of 1856, is awarded for the best senior essay upon a theme relating to Alexander Hamilton.

The Hutton Essay Prize, established by the Rev. William Hutton, Class of 1864, is awarded to the sophomore submitting the best essay on an assigned subject in history, translations or literature of the Bible.

The Wallace Bradley Johnson Prize, established by alumni of the College in honor of Wallace B. Johnson, Class of 1915, is awarded to that student who writes the best one-act play produced at the College.

The Thomas McNaughton Johnston Prize in English, established by friends and former students in honor of Professor Johnston, who taught English at Hamilton from 1932 to 1972, is awarded to the student writing the most elegant essay submitted to the English Department during the year.

The Kellogg Essay Prizes, established by Charles C. Kellogg, Class of 1849, are awarded to a junior, sophomore and first-year student, each of whom has excelled in English essays.

The Kirkland Endowment Essay Prize in Interdisciplinary Studies, established by the Kirkland Endowment Advisory Committee, is awarded to the student who writes the best essay on interdisciplinary studies.

The Raphael Lemkin Essay Prize was established by an alumnus in memory of Raphael Lemkin, a distinguished European academician, survivor of the Holocaust and inspirer of the United Nations Convention on Genocide. It is awarded to the student writing the best essay on a topic related to Mr. Lemkin's concerns and reflecting his ideals.

The Dwight N. Lindley Prize, established in honor of Dwight N. Lindley, Class of 1942 and a professor of English at Hamilton from 1952 to 1986, provides an award for the best essay written during the academic year in English 150 or an entry-level course in English-language literature.

The Jeffrey P. Mass Prize in Japanese History, established in 2002 by Rosa W. Mass in honor of her husband, Jeffrey P. Mass, Class of 1962, is awarded to the student writing the best essay on the subject of Japanese history.

The Pruyn Essay Prize, made possible by a fund set up in 1863 by former Chancellor John Van Schaick Lansing Pruyn of the University of the State of New York, is awarded to the senior or junior writing the best essay on "The Duties of Educated Young Citizens."

The William Rosenfeld Chapbook Prize in Creative Writing was established in honor of William Rosenfeld, a member of the faculty from 1969 to 1995, who directed the programs in creative writing at both Kirkland and Hamilton colleges. Awarded annually to a graduating senior whose portfolio of poetry, prose fiction or drama is selected by faculty members in the Department of English, the prize provides for the publication of a chapbook of the student's creative writing.

The Alfred J. and A. Barrett Seaman Prizes in Writing were established in 2001 by A. Barrett Seaman, Class of 1967 and a trustee of the College, and by his father, Alfred J. Seaman, Jr. Recipients must be sophomores who demonstrate excellence in writing, richness and clarity of thinking, and the ability to effectively communicate to a wide audience.

The Soper Essay and Research Prizes were established by Arthur W. Soper, Class of 1893. The essay prize is awarded for the best essay written on a subject determined by the department in an economics course above the 400 level. The research prize is awarded for the best senior research project.

The Rose B. Tager Prize is awarded to the student writing the best short story.

The Todd Prize in Rhetoric and Mass Media, established by Charles Lafayette Todd, Class of 1933 and the Upson Professor of Rhetoric and Oratory from 1960 to 1977, is awarded to the student who writes the best essay on the influence of the electronic media on political discourse and advocacy that shape public attitudes and behavior.

The George A. Watrous Literary Prizes, established by Mrs. Edgar W. Couper in memory of her father, who was an English teacher and scholar, are awarded in poetry, fiction and criticism, with an additional prize for the winner whose work is considered to be the most promising.

The John V. A. Weaver Prize in Poetry was established by Peggy Wood in memory of her husband and is awarded for excellence in a poem or poems submitted for consideration.

The Sydna Stern Weiss Essay Prize in Women's Studies, established by the Kirkland Endowment Advisory Committee and named in memory of Sydna Stern Weiss, who taught German at Hamilton from 1974 to 1991, is awarded to the student who writes the best essay in women's studies.

Federal and State Assistance Programs

Federal Awards

All federal assistance programs are constantly under review. The statements below were accurate as of May 2007, but subsequent legislation may have altered some of the programs. Please contact the Office of Financial Aid if you have any questions.

A candidate's eligibility for the following federal aid programs is based on a formula developed by the Congress of the United States and referred to as the Federal Methodology. The College may amend FM results in the awarding of institutional funds.

Federal Pell Grants

Pell Grants are given to students whose federally defined expected family contribution is less than \$4,110. Grants for full-time study currently range between \$400 and \$4,310. Grant amounts may be adjusted annually to reflect amounts authorized and appropriated by the federal government.

The amount of an individual's award is determined by the Office of Financial Aid based on the results of a candidate's Free Application for Federal Student Aid (FAFSA).

In order to continue receiving awards, a student must make satisfactory academic progress and must not owe any refunds to the Federal Pell Grant or other federal student aid programs or be in default on repayment of any student loan.

Federal ACG and Smart Grants

Academic Competitiveness Grants are for freshman and sophomore Pell Grant recipients who are U.S. citizens, studied a "rigorous" curriculum in high school and maintain a 3.0 G.P.A. at Hamilton. Smart Grants are given to junior and senior Pell Grant recipients who are U.S. citizens, declare certain academic majors (as set by the Department of Education) and maintain a 3.0 G.P.A. at Hamilton.

Federal Supplemental Educational Opportunity Grants (FSEOG)

Supplemental grants range between \$100 and \$4,000 annually and are awarded to students who demonstrate need, with preference given to recipients of Federal Pell Grants. The College's annual federal allocation of FSEOG funds is adequate to make only about 80 awards. Candidates who demonstrate need continue to be eligible for FSEOG assistance during the period required for the completion of the first undergraduate baccalaureate course of study.

Federal Perkins Loan Program

All candidates who apply for assistance are considered for a Federal Perkins Loan. The number of Perkins Loans awarded annually may vary, depending upon repayments received by Hamilton from past borrowers, as well as federal appropriations. Aggregate maximum Federal Perkins Loan debt is \$20,000 through completion of the baccalaureate degree, but not more than \$4,000 in any one year. The current interest rate on Federal Perkins Loans is 5 percent on the unpaid balance. Repayment normally begins after graduation. Deferments and loan forgiveness are possible under certain conditions, including military service and work in the Peace Corps or VISTA.

Federal Family Education Loan Program

The Higher Education Amendments of 1992 extended borrowing opportunities to all families, regardless of income or need. Students are eligible to borrow through the Federal Stafford Loan Program, and parents may borrow through the PLUS loan program. Interest subsidy for Federal Stafford Loans, however, is restricted to those borrowers who demonstrate eligibility based on the Federal Methodology. All student

borrowers must file the Free Application for Federal Student Aid (FAFSA). The combined Federal Stafford, PLUS and other student aid cannot exceed the cost of attendance. Federal Family Loans are available only to United States citizens or to noncitizens who have permanent resident status.

Robert T. Stafford Federal Student Loan Program

Loans of up to \$3,500 for first year, \$4,500 for second year, and \$5,500 for third- and fourth-year students are available for study at Hamilton through the Federal Stafford Loan Program. Maximum dependent undergraduate indebtedness cannot exceed \$23,000. Starting in July 2006, the interest rate on Federal Stafford Loans is fixed at 6.8 percent. Even though the statutory maximum may be borrowed, interest subsidy is available only on that portion for which the borrower has demonstrated need.

Federal PLUS Loans

Federal Parent Loans for Undergraduate Students are available to creditworthy borrowers who seek assistance in meeting expected family contributions. There is no current maximum loan except that the amount borrowed cannot exceed the cost of education, less other financial assistance received by the student. The interest rate for a Federal PLUS is 8.5 percent.

Federal College Work-Study Program

Financial aid plans often include a work component. Hamilton gives preference to students who have the greatest financial need and who must earn a part of their educational expenses. Wage is determined by the nature of the job and the qualifications of the applicant.

United States Bureau of Indian Affairs Aid to Native Americans

Students who are at least one-fourth Native American Indian, Eskimo or Aleut and are enrolled members of a tribe, band or group recognized by the Bureau of Indian Affairs may qualify for aid under this program. Application forms may be obtained from the Bureau of Indian Affairs Office.

Veterans Administration (VA) Educational Benefits

Persons who served more than 180 days between January 31, 1955, and January 1, 1977, and continue on active duty, were honorably discharged at the end of their tours of duty, or who qualify because of service-connected disabilities are eligible for benefits. Veterans are entitled to benefits for one and one-half months of study for each month of service, up to 45 months. Educational benefits through the Montgomery GI Bill may be available to those qualified veterans who entered active duty for the first time after June 30, 1985.

Children, spouses and survivors of veterans whose deaths or permanent total disabilities were service-connected, or who are listed as missing in action, may be eligible for benefits under the same conditions as veterans.

State Awards

In compliance with the New York State Education Department regulations, eligibility for the continuation of funds awarded through the Tuition Assistance Program (TAP) or Children of Veterans (CV) requires the following minimal levels of academic progress:

Pursuit of the program of study toward the baccalaureate degree requires the completion of at least two courses during both the fall and spring terms of the first year, and the completion of at least three courses during the fall and spring terms of each succeeding year.

Satisfactory progress toward the completion of the degree requirements must be achieved. Satisfactory progress is not made by students who fail to pass at least half of the courses carried, who accumulate failures in a total of five courses, or who incur a third

probation. Satisfactory progress includes the following minimal number of courses passed for the respective semi-annual TAP payments: first payment = 0 units, second payment = 3 units, third payment = 7 units, fourth payment = 10 units, fifth payment = 14 units, sixth payment = 17 units, seventh payment = 21 units, eighth payment = 24 units.

Failure to maintain these minimal standards of academic progress will result in the loss of funds from the TAP program. Any questions regarding this requirement should be addressed to either the registrar or the director of financial aid.

Tuition Assistance Program (TAP)

The Tuition Assistance Program is available to any New York State resident who is enrolled full time in an approved educational program in New York State. The amount of TAP is based on the amount of tuition charged and family taxable income (income after deductions). Taxable income is adjusted for additional family members enrolled in college full time, or for child support received from a non-custodial parent.

The maximum adjusted taxable income for TAP eligibility for dependent applicants is \$80,000. Awards range from \$500 to \$5,000 per year, depending on income and the year in which the first award was received. After a candidate has received payment for four semesters of study, his or her award is reduced by \$100 for each subsequent year of study. Undergraduate students generally will be eligible for no more than eight semesters of TAP payments, although students in certain pre-approved programs may be eligible for up to 10 semesters.

Applicants for TAP must first file a FAFSA. The United States Department of Education will forward relevant data of New York State residents to the New York State Higher Education Services Corporation (HESC) for further processing. Filers who do not hear from HESC by May 1 or three weeks after filing, whichever occurs last, should call the Financial Aid Office for assistance. Application status may be viewed on-line, and detailed information about all programs administered by HESC can be obtained at <http://hesc.state.ny.us/index.html>.

Awards for Children of Veterans (CV)

An award of \$450 per year is available to children of veterans who have died, have a current disability of 40 percent or more, or had such a disability at the time of death, resulting from United States military service during specified periods. This award, available to New York State residents, is independent of family income or tuition and is made in addition to other grants or awards to which the applicant may be entitled.

State Aid to Native Americans

Awards of \$2,000 per year for a maximum of four years of study are available to members of Native American tribes located on reservations within New York State. Additional information can be obtained by writing to the Native American Education Unit, New York State Education Department, Albany, NY 12234.

Memorial Scholarships

Memorial Scholarships provide financial aid, equivalent to the cost of tuition and fees at the State University of New York, to dependent children and spouses of deceased firefighters, police, corrections or peace officers and emergency service workers who have died of injuries sustained in the line of duty in service to the state of New York.

NYS Scholarship for Academic Excellence

Scholarships for Excellence provide up to \$1,500 per year for up to five years of undergraduate study in New York State colleges.

New York Lottery Leaders of Tomorrow Scholarship

One student from every public and non-public participating high school who applied will receive a \$1,000 award for four years.

World Trade Center Memorial Scholarship

The World Trade Center Memorial Scholarship guarantees access to a college education for the families and dependents of the victims who died or were severely and permanently disabled as a result of the Sept. 11, 2001, terrorist attacks. The amount of the award is tied to the cost of enrolling in the State University of New York.

Arthur O. Eve Higher Education Opportunity Program (HEOP)

HEOP awards are given to academically and financially disadvantaged students admitted to the HEOP. Such awards are packaged with other needed assistance.

The Trustees

Stuart L. Scott, *Chairman*

Chester A. Siuda, *Vice Chairman*

Life Trustees

	Elected	Term Expires
William M. Bristol, III, A.B., <i>Newtown, PA</i>	1965	Life
Ralph E. Hansmann, M.B.A., <i>New York, NY</i>	1969	Life
James L. Ferguson, M.B.A., <i>Charleston, SC</i>	1973	Life
Robert G. Howard, A.B., <i>Delray Beach, FL</i>	1975	Life
James T. Rhind, LL.B., <i>Chicago, IL</i>	1975	Life
Eugenie A. Havemeyer, Ph.D., <i>New York, NY</i>	1978	Life
Elizabeth J. McCormack, Ph.D., <i>New York, NY</i>	1978	Life
Francis H. Musselman, J.D., <i>Hammond, NY</i>	1978	Life
Donald R. Osborn, LL.B., <i>New York, NY</i>	1978	Life
Gerald V. Dirvin, A.B., <i>Ponte Vedra Beach, FL</i>	1979	Life
Silas Keehn, M.B.A., <i>Winnetka, IL</i>	1979	Life
David E. Harden, A.B., <i>McConnellsville, NY</i>	1981	Life
Hans H. Schambach, A.B., <i>New York, NY</i>	1983	Life
Keith S. Wellin, M.B.A., <i>New York, NY</i>	1984	Life
Christina E. Carroll, B.A., <i>San Francisco, CA</i>	1986	Life
Leonard E. Kingsley, M.B.A., <i>San Francisco, CA</i>	1988	Life
Kevin W. Kennedy, M.B.A., <i>New York, NY</i>	1990	Life
Susan Valentine, B.A., <i>Iowa City, IA</i>	1991	Life
Lee C. Garcia, M.B.A., <i>Scottsdale, AZ</i>	1992	Life
Nancy Ferguson Seeley, B.A., <i>Naples, FL</i>	1992	Life
Howard J. Schneider, M.D., <i>New York, NY</i>	1993	Life
Thomas J. Schwarz, J.D., <i>Purchase, NY</i>	1993	Life
David E. Mason, J.D., <i>Northfield, IL</i>	1994	Life
Joseph F. Anderson, A.B., <i>Dorset, VT</i>	1995	Life
Sean K. Fitzpatrick, A.B., <i>Williamsburg, VA</i>	2002	Life
Ellis E. Bradford, M.A., <i>Pittsford, NC</i>	2005	Life

Charter Trustees

Stuart L. Scott, J.D., <i>Chicago, IL</i> (Alumni Trustee 1985-89)	1989	2007
Charles O. Svenson, LL.M., <i>New York, NY</i> (Alumni Trustee 1979-83)	1991	2009
Chester A. Siuda, M.B.A., <i>Milford, NJ</i> (Alumni Trustee 1987-91)	1992	2009
Stephen H. Anthony, M.B.A., <i>Boston, MA</i> (Alumni Trustee 1988-92)	1993	2011
Mary Burke Partridge, Ed.M., <i>Brookside, NJ</i>	1994	2010
Patricia Tolles Smalley, B.A., <i>Larchmont, NY</i>	1994	2010
George F. Little II, A.B., <i>New York, NY</i> (Alumni Trustee 1993-96)	1996	2010
Drew S. Days III, LL.B., <i>New Haven, CT</i> (Alumni Trustee 1986-90; Charter Trustee 1992-93)	1997	2009

A. Barrett Seaman, M.B.A., <i>Ardley-on-Hudson, NY</i> (Alumni Trustee 1989-93, 1994-95)	1997	2008
Arthur J. Massolo, J.D., <i>Hollywood, FL</i> (Alumni Trustee 1990-94)	1998	2010
A. G. Lafley, M.B.A., <i>Cincinnati, OH</i> (Alumni Trustee 1991-95)	1998	2011
Joel W. Johnson, M.B.A., <i>Austin, MN</i> (Alumni Trustee 1994-98)	1999	2011
Susan E. Skerritt, M.B.A., <i>New York, NY</i> (Alumni Trustee 1994-98)	2000	2012
Jack Withiam, Jr., J.D., <i>Greenwich, CT</i> (Alumni Trustee 1994-99)	2000	2012
Henry W. Bedford, M.B.A., <i>London, England</i> (Alumni Trustee 1998-2002)	2002	2008
Linda E. Johnson, J.D., <i>New York, NY</i> (Alumni Trustee 1998-2002)	2002	2008
Robert V. Delaney, Jr., M.B.A., <i>Westfield, NJ</i> (Alumni Trustee 1998-99)	2003	2009
Joan Hinde Stewart, Ph.D., <i>Clinton, NY</i>	2003	
Amy Owens Goodfriend, M.B.A., <i>Greenwich, CT</i> (Alumni Trustee 1999-2003)	2003	2009
John G. Rice, A.B., <i>Atlanta, GA</i> (Alumni Trustee 1999-2003)	2003	2009
Jaime E. Yordan, M.B.A., <i>New Canaan, CT</i> (Alumni Trustee 1992-1996)	2003	2009
Stephen I. Sadove, M.B.A., <i>New York, NY</i> (Alumni Trustee 2000-04)	2004	2010
David Solomon, A.B., <i>New York, NY</i> (Alumni Trustee 1996-2002)	2005	2011
Richard Bernstein, M.B.A., <i>Suffern, NY</i> (Alumni Trustee 2000-04)	2005	2011

Alumni Trustees

K. Blake Darcy, A.B., <i>Upper Saddle River, NJ</i>	2004	2008
Petros G. Kitsos, M.B.A., <i>Los Angeles, CA</i>	2004	2008
R. Christopher Regan, M.B.A., <i>Mendham, NJ</i>	2004	2008
Susan C. Bacot-Davis, A.B., <i>New York, NY</i>	2005	2009
Deborah Forte, A.B., <i>New York, NY</i>	2005	2009
Gregory T. Hoogkamp, M.B.A., <i>New York, NY</i>	2005	2009
Harold W. Bogle, M.S., <i>Bronxville, NY</i>	2006	2010
Ann B. Hutchins, M.B.A., <i>Boston, MA</i>	2006	2010
Alexander C. Sacerdote, M.B.A., <i>Boston, MA</i>	2006	2010
George D. Baker, Jr., J.D., <i>Washington, DC</i>	2007	2011
Torrence D. Moore, A.B., <i>Chicago, IL</i>	2007	2011
Nancy Roob, M.P.A., <i>New York, NY</i>	2007	2011

Secretary to the Board of Trustees

Meredith Harper Bonham, *Executive Assistant to the President*

The Faculty

Emeriti/Emeritae

George Wilbon Bahlke

Professor of English; A.B. and A.M., University of Chicago; A.B., Swarthmore College; Ph.D., Yale University

Stephen Bonta

Margaret Bundy Scott Professor of Music; A.B., Yale University; A.M., Columbia University; A.M. and Ph.D., Harvard University

Austin Eugene Briggs, Jr.

Hamilton B. Tompkins Professor of English Literature; A.B., Harvard University; A.M. and Ph.D., Columbia University

A. Duncan Chiquoine

Professor of Biology; A.B., Swarthmore College; Ph.D., Cornell University

Rouben Charles Cholakian

Burgess Professor of Romance Languages and Literature; A.B., Bates College; A.M. and Ph.D., Columbia University

Leland Earl Cratty, Jr.

Professor of Chemistry; B.S., Beloit College; Ph.D., Brown University

James S. A. Cunningham

Professor of Classics; A.M. and B.D., University of Glasgow; B.Litt., University of Oxford; A.M. and Ph.D., Princeton University

Françoise Davis

Instructor in French; Licence ès Lettres, University of Bordeaux

Jean Constance D'Costa

Leavenworth Professor of English; A.B., University College of the West Indies; M.Litt., University of Oxford

Gillian Gane

Assistant Professor of English; B.A., Rhodes University, South Africa; B.A., University of the Witwatersrand, South Africa; M.A., University of Essex, England; Ph.D., University of Massachusetts at Amherst

Edwin Borden Lee, Jr.

Professor of History; A.B., Duke University; A.M. and Ph.D., Columbia University

Eugene Milton Long

Professor of Physical Education; B.S. and M.S., State University of New York College at Cortland

Ivan Marki

Edmund A. LeFevre Professor of English; A.B., University of Alberta; A.M. and Ph.D., Columbia University

Jeremy Tyler Medina

Burgess Professor of Romance Languages and Literature; A.B., Princeton University; A.M., Middlebury College; Ph.D., University of Pennsylvania

Thomas Edward Murphy

*Head Coach, Men's Basketball; Professor of Physical Education; B.S. and M.Ed.,
Springfield College*

Robert C. Palusky

*John and Anne Fischer Professor of the Fine Arts; B.F.A. and A.M., University of
Wisconsin; M.F.A., Rochester Institute of Technology*

Philip M. Pearle

Professor of Physics; B.S., M.S. and Ph.D., Massachusetts Institute of Technology

Donald Brandreth Potter

*Professor of Geology; A.B., Williams College; A.M., Brown University; Ph.D., California
Institute of Technology*

Eugene Charles Putala

*Professor of Biology; B.S. and M.S., University of Massachusetts; Ph.D., University of
California at Berkeley*

Douglas A. Raybeck

Professor of Anthropology; A.B., Dartmouth College; Ph.D., Cornell University

Channing Bulfinch Richardson

Professor of International Affairs; A.B., Amherst College; Ph.D., Columbia University

Comfort Cary Richardson

Assistant Professor of Physical Education; A.B., Vassar College; A.M., Haverford College

James Walter Ring

Winslow Professor of Physics; A.B., Hamilton College; Ph.D., University of Rochester

William Rosenfeld

*Marjorie and Robert W. McEwen Professor of English; A.B., Utica College; A.M. and
Ph.D., University of Minnesota*

Henry John Rutz

*Professor of Anthropology; A.B., Lawrence University; A.M., University of Hawaii; Ph.D.,
McGill University*

Richard Francis Somer

*Upson Professor of Rhetoric and Oratory; A.B. and Ph.D., University of Illinois; A.M.,
Southern Illinois University*

Manfred E. von Schiller

*Head Coach, Men's Soccer and Lacrosse; B.S., State University of New York College at
Brockport; A.M., St. Lawrence University*

Victoria V. Vernon

*Associate Professor of Comparative Literature; B.A., California State University at Long
Beach; M.A., University of Southern California; Ph.D., University of California at Berkeley*

Frederick Reese Wagner

Professor of English; A.B., A.M. and Ph.D., Duke University

Active

This listing is alphabetical without respect to rank, and the date indicates the year of initial appointment to the faculty. The letters **F** and **S** following a name indicate terms of leave or off-campus teaching. The following letters denote faculty members who are teaching in the following programs: ACC (Associated Colleges in China); AYS (Academic Year in Spain); DC (Term in Washington); JYF (Junior Year in France); MFE (Mellon Faculty Exchange); NYC (New York City Program). The lower-case letters, **f** and **s**, indicate the terms during which visiting faculty members will teach at the College.

Vivyan C. Adair (1998) **F; NYC-S**

Elihu Root Peace Fund Associate Professor of Women's Studies; B.A., M.A. and Ph.D., University of Washington, Seattle

John C. Adams (2002) **fs**

Visiting Professor of Communication; B.A. and M.A., University of California, Santa Barbara; Ph.D., University of Washington

Yolanda Elena Aguila (2005) **fs**

Visiting Assistant Professor of Hispanic Studies; M.A., Universidad de Concepción; Ph.D., Boston University

Douglas Ambrose (1990)

Associate Professor of History; B.A., Rutgers University; M.A., University of Rochester; Ph.D., State University of New York at Binghamton

Priya Ananth (2007) **fs**

Visiting Instructor of East Asian Languages and Literatures; B.A. and M.S., University of Delhi

Tobin Anderson (2004)

Head Coach, Men's Basketball; Assistant Professor of Physical Education; B.A., Wesleyan University; M.Ed., Florida State University

Frank Michael Anechiarico (1976) **DC-F**

Maynard-Knox Professor of Government and Law; A.B., Hamilton College; A.M. and Ph.D., Indiana University

Mikaila M.L. Arthur (2007) **fs**

Visiting Assistant Professor of Sociology; B.A., Mount Holyoke College; M.A. and Ph.D., New York University

David G. Bailey (1990)

Associate Professor of Geosciences; B.S., Bates College; M.S., Dalhousie University; Ph.D., Washington State University

Mark W. Bailey (1997) **FS**

Associate Professor of Computer Science; B.A., University of Massachusetts, Amherst; M.S. and Ph.D., University of Virginia

Erol M. Balkan (1987) **FS**

Professor of Economics; B.A. and M.A., University of North Carolina at Greensboro; Ph.D., State University of New York at Binghamton

Scott M. Barnard (2006)

Head Coach, Men's Lacrosse; Assistant Professor of Physical Education; B.S., University of Delaware; M.Ed., State University of New York at Cortland

John Bartle (1989)

Associate Professor of Russian; B.A., Rutgers University; M.A. and Ph.D., Indiana University

Armando Jesus Bayolo (2006) **fs**

Visiting Assistant Professor of Music; B.M., Eastman School of Music; M.M., Yale University; D.M.A., University of Michigan

Charlotte Beck (1985) **S**

Professor of Anthropology; B.A., Auburn University; M.A. and Ph.D., University of Washington

Richard E. Bedient (1979)

Professor of Mathematics; B.S., Denison University; A.M., University of Pittsburgh; Ph.D., University of Michigan

Carole Ann Bellini-Sharp (1973)

Professor of Theatre; A.B. and A.M., Pennsylvania State University; Ph.D., Carnegie-Mellon University

Jennifer L. Silverman Borton (1998)

Associate Professor of Psychology; A.B., Dartmouth College; Ph.D., University of Minnesota

Debra L. Boutin (1999)

Associate Professor of Mathematics; A.S., Springfield Technical Community College; A.B., Smith College; Ph.D., Cornell University

Cristina Bozzi (2007) **fs**

Visiting Instructor in Critical Languages; B.A., Universita Cattolica del Sacro Cuore

James Bradfield (1976)

Elias W. Leavenworth Professor of Economics; A.B., A.M. and Ph.D., University of Rochester

Karen S. Brewer (1989)

Professor of Chemistry; B.S., Ohio Northern University; Ph.D., Massachusetts Institute of Technology

Erella Brown (2006) **fs**

Visiting Associate Professor of Religious Studies; B.A., Tel Aviv University; M.A., University of California, Berkeley; M.A. and Ph.D., Cornell University

Laura R. Brueck (2006) **fs**

Visiting Assistant Professor of Comparative Literature; B.A., Smith College; M.A. and Ph.D., University of Texas

Heather R. Buchman (2001)

Assistant Professor of Music; B.M., Eastman School of Music; M.M., University of Michigan; Professional Studies in Conducting, The Julliard School

Jessica Noelle Burke (2004)

Assistant Professor of Hispanic Studies; B.A., Vanderbilt University; M.A. and Ph.D., Princeton University

Jean E. Burr (2006)

Assistant Professor of Psychology; B.A., Middlebury College; M.A. and Ph.D., Institute of Child Development, University of Minnesota

Alan W. Cafruny (1988) **F**

Henry Platt Bristol Professor of International Affairs; B.A., Kenyon College; M.Sc., University of London; M.A. and Ph.D., Cornell University

Alistair Campbell (1999)

Associate Professor of Computer Science; A.B., Colgate University; M.S. and Ph.D., University of Buffalo

Peter Francesco Cannavó (2002) **fs**

Visiting Assistant Professor of Government; A.B., Harvard University; M.P.A., Princeton University; Ph.D., Harvard University

Donald M. Carter (2007) **fs**

Visiting Associate Professor of Africana Studies; B.A., University of California at Santa Cruz; M.A. and Ph.D., University of Chicago

Rand Carter (1970)

Professor of Art History; A.B., Columbia University; M.F.A. and Ph.D., Princeton University

Thomas C. Castonguay (2007) **fs**

Visiting Assistant Professor of Chemistry; B.S., Central Connecticut State University; Ph.D., University of Vermont

John Ceballes (2004) **fs**

Visiting Assistant Professor of Philosophy; B.A., University of Denver; M.A., University of Colorado; Ph.D., Indiana University

Daniel F. Chambliss (1981)

Eugene M. Tobin Distinguished Professor of Sociology; A.B., New College; A.M., M.Phil. and Ph.D., Yale University

Wei-Jen Chang (2006)

Assistant Professor of Biology; B.S., National Taiwan University; M.S. and Ph.D., State University of New York at Buffalo

Dingding Chen (2007) **fs**

Visiting Assistant Professor of Government; B.A., Renmin University of China; M.A. and Ph.D., University of Chicago

Haeng-ja Sachiko Chung (2006)

Assistant Professor of Anthropology; B.A. and M.A., Osaka University of Foreign Studies; Ph.D., University of California, Los Angeles

Hye Seung Chung (2006) **fs**

Visiting Assistant Professor of Comparative Literature; B.A., Ewha Woman's University; M.A., College of Staten Island; Ph.D., University of California, Los Angeles

Sally Cockburn (1991)

Associate Professor of Mathematics; B.Sc. and M.Sc., Queen's University, Canada; Ph.D., Yale University

Brian Collett (1986)

Associate Professor of Physics; B.A. and M.A., University of Cambridge; Ph.D., Princeton University

Natalia V. Connolly (2007)

Assistant Professor of Physics; B.A., Kenyon College; Ph.D., University of California, Santa Barbara

Mark Cryer (1999)

Associate Professor of Theatre; B.A., University of Minnesota; M.F.A., Royal Scottish Academy of Music and Drama, Glasgow

- T. J. Davis (2002)
Head Coach, Men's and Women's Swimming; Assistant Professor of Physical Education; B.A., State University of New York at Albany; M.A., Union College
- Richard W. Decker (1985)
Professor of Computer Science; A.B., Dartmouth College; M.A., Pennsylvania State University; M.S., Stanford University; Ph.D., Ohio State University
- Sylvia de Swaan (2006) fs
Visiting Instructor of Art
- Zachariah E. Dietz (2007)
Assistant Professor of Mathematics; B.A., Grinnell College; M.S. and Ph.D., Iowa State University
- Cynthia R. Domack (1985)
Professor of Geosciences; B.A., Colby College; M.A. and Ph.D., Rice University
- Eugene W. Domack (1985)
Joel W. Johnson Professor of Geosciences; B.S., University of Wisconsin; M.A. and Ph.D., Rice University
- Katheryn Hill Doran (1990)
Associate Professor of Philosophy; B.A., University of Pittsburgh; M.A. and Ph.D., University of North Carolina at Chapel Hill
- Carol Ann Drogus (1988)
Professor of Government and Associate Dean of Students for Off-Campus Study/International Student Advisor; A.B., Mount Holyoke College; M.A. and Ph.D., University of Wisconsin
- Theodore J. Eismeier (1978)
Professor of Government; A.B., Dartmouth College; M.Phil. and Ph.D., Yale University
- Timothy E. Elgren (1993)
Professor of Chemistry; B.A. Hamline University; Ph.D., Dartmouth College
- Stephen James Ellingson (2004) FS
Assistant Professor of Sociology; B.A., Seattle Pacific University; M.A., Luther Northwestern Theological Seminary; M.A. and Ph.D., University of Chicago
- Selcuk Eren (2006) fs
Visiting Assistant Professor of Economics; B.A., Istanbul Bilgi University; M.A. and Ph.D., State University of New York at Stony Brook
- A. Todd Franklin (1997)
Associate Professor of Philosophy; B.A., University of Chicago; Ph.D., Stanford University
- Soledad Galvez (2002)
Assistant Professor of Hispanic Studies; B.A., Universidad Ricardo Palma; M.A., Tufts University; M.A., University of California; Ph.D., Stanford University
- L. Ella Gant (1991)
Associate Professor of Art; B.S., University of Wisconsin; M.F.A., University of Texas at Austin
- David A. Gapp (1979)
Professor of Biology; B.S. and A.M., College of William and Mary; Ph.D., Boston University

Janetta Mary Garrett (1985)

Professor of Biology; M.I. Biol., North East Surrey College of Technology; M.Sc., Trent University; Ph.D., Texas A & M University

Margaret Gentry (1982)

Professor of Women's Studies; A.B., Duke University; Ph.D., Washington University

Christophre Georges (1989)

Professor of Economics; B.A., Connecticut College; M.A. and Ph.D., University of Michigan

George Albert Gescheider (1964) FS

Professor of Psychology; B.S., Denison University; M.S., Tulane University; Ph.D., University of Virginia

Dennis Gilbert (1975)

Professor of Sociology; A.B., University of California at Berkeley; A.M., University of Oregon; Ph.D., Cornell University

Colette Gilligan (2002)

Head Coach, Women's Soccer; Assistant Professor of Physical Education; B.S., Methodist College; M.Ed., East Carolina University

Barbara Kirk Gold (1989)

Professor of Classics; B.A., University of Michigan; M.A. and Ph.D., University of North Carolina at Chapel Hill

Steve J. Goldberg (1998)

Associate Professor of Art History; B.A., Brooklyn College of the City University of New York; M.A., University of Hawaii; Ph.D., University of Michigan

Nathan B. Goodale (2007) fs

Visiting Instructor of Anthropology; B.A., Western State College; M.A., University of Montana

Philip Grady (1983)

Head Coach, Men's Ice Hockey; Intramural Director; Professor of Physical Education; B.S., Norwich University; M.S., State University of New York at Albany

Kevin P. Grant (1997) F

Associate Professor of History; B.A., University of California at Berkeley; M.A., University of Chicago; Ph.D., University of California at Berkeley

Naomi Guttman (1996)

Associate Professor of English; B.F.A., Concordia University; M.F.A., Warren Wilson College; M.A., Loyola Marymount University; Ph.D., University of Southern California

Martine Guyot-Bender (1991) JYF

Professor of French; License d'Anglais option Linguistique, University of Metz; M.A. and Ph.D., University of Oregon

Paul Alan Hagstrom (1991)

Associate Professor of Economics; B.A., St. Olaf College; M.S. and Ph.D., University of Wisconsin

Shelley Patricia Haley (1989)

Professor of Classics and Africana Studies; A.B., Syracuse University; Ph.D., University of Michigan

- Tina May Hall (2001)
Assistant Professor of English; B.A., University of Arizona; M.F.A., Bowling Green University; Ph.D., University of Missouri at Columbia
- Lydia R. Hamessley (1991)
Associate Professor of Music; B.Mus.Ed., Texas Lutheran College; M.A. and Ph.D., University of Minnesota
- Elaine Heekin (1985)
Associate Professor of Dance; B.A., State University of New York College at Brockport; M.A., University of California at Los Angeles
- Christopher Hill (2006) fs
Visiting Instructor of History; B.A. and M.A., University of Colorado
- Jonathan T. Hind (2007)
Athletic Director; Professor of Physical Education; A.B., Hamilton College; M.A., Kent State University
- Stuart H. Hirshfield (1982)
Stephen Harper Kirner Professor of Computer Science; B.S., University of Michigan; M.S. and Ph.D., Syracuse University
- Robert G. Hopkins (1983)
Associate Professor of Music; A.B., Oberlin College; M.A. and Ph.D., University of Pennsylvania
- Yuwen Hsiung (2007) fs
Visiting Assistant Professor of East Asian Languages and Literatures; B.A., National Cheng-Chi University; M.A., Michigan State University; Ph.D., Purdue University
- Brett C. Hull (1991)
Head Coach, Men's Indoor and Outdoor Track and Men's Cross Country; Professor of Physical Education; B.S. and M.Ed., Frostburg State University
- Ellen Hull (2001)
Head Coach, Women's Indoor and Outdoor Track, and Women's Cross Country; Associate Professor of Physical Education; B.S., State University of New York at Plattsburgh; M.S., Ithaca College
- Stephenson Humphries-Brooks (1983) S
Associate Professor of Religious Studies; A.B., William Jewell College; M.Div., Southern Baptist Theological Seminary; Ph.D., Columbia University
- Mihyang Cecilia Hwangpo (1998)
Associate Professor of Hispanic Studies; B.A., City University of New York; Ph.D., Yale University
- Jenny Irons (2003)
Assistant Professor of Sociology; B.A., Millsaps College; M.A. and Ph.D., University of Arizona
- Robert J. Irwin (2007) fs
Visiting Instructor of Computer Science; B.S., Antioch College; M.S., Syracuse University
- Maurice Isserman (1990)
James L. Ferguson Professor of History; B.A., Reed College; M.A. and Ph.D., University of Rochester

Marla L. Jaksch (2007) **fs**

Visiting Assistant Professor of Women's Studies; B.A., University of the Arts; M.Ed. and Ph.D., Pennsylvania State University

Marianne Janack (2001)

Sidney Wertimer Associate Professor of Philosophy; B.A., Colgate University; M.A. and Ph.D., Syracuse University

Elizabeth J. Jensen (1983)

Professor of Economics; B.A., Swarthmore College; Ph.D., Massachusetts Institute of Technology

Hong Gang Jin (1989)

William R. Kenan Professor of East Asian Languages and Literatures; B.A., Shanxi University; M.A. and Ph.D., University of Illinois

Curtis R.H. Jirsa (2007) **fs**

Visiting Assistant Professor of English; B.A., Bowdoin College; M.A. and Ph.D., Cornell University

Camille Y. Jones (2005)

Assistant Professor of Chemistry; B.S., Butler University; Ph.D., University of Toledo

Derek Charles Jones (1972) **NYC-F**

The Irma M. and Robert D. Morris Professor of Economics; A.B., University of Newcastle upon Tyne; M.Sc., London School of Economics; A.M. and Ph.D., Cornell University

George T. Jones (1985) **FS**

Professor of Anthropology; B.A., M.A. and Ph.D., University of Washington

Gordon L. Jones (1999)

Associate Professor of Physics; B.A., Williams College; M.A. and Ph.D., Princeton University

Masaaki Kamiya (2002)

Assistant Professor of East Asian Languages and Literatures; B.A., Dokkyo University; M.A. Ed., East Carolina University; Ph.D., University of Maryland

Esther Sue Kanipe (1976)

Professor of History; A.B., University of North Carolina at Greensboro; A.M. and Ph.D., University of Wisconsin

Robert Kantrowitz (1990)

Professor of Mathematics; A.B., Hamilton College; M.A., M.Phil. and Ph.D., Syracuse University

Neal B. Keating (2003) **fs**

Visiting Assistant Professor of Religious Studies; B.A., Pace University; M.A. and Ph.D., State University of New York, Albany

Shoshana Keller (1995)

Associate Professor of History; B.A., Carleton College; M.A. and Ph.D., Indiana University

Alfred H. Kelly (1981) **S**

Edgar B. Graves Professor of History; A.B., University of Chicago; A.M. and Ph.D., University of Wisconsin

Timothy J. Kelly (1982)

Associate Professor of Mathematics; A.B., University of Scranton; A.M., Stanford University; M.S. and Ph.D., University of New Hampshire

- Alan Kim (2007) **fs**
Visiting Assistant Professor of Philosophy; B.A., Haverford College; Ph.D., University of California, Los Angeles
- James C. King III (2000)
Head Coach, Men's and Women's Tennis and Squash; Instructor of Physical Education; B.A., Williams College
- Robin Bryan Kinnel (1966)
Silas D. Childs Professor of Chemistry; A.B., Harvard University; Ph.D., Massachusetts Institute of Technology
- Karl N. Kirschner (2004) **fs**
Visiting Assistant Professor of Chemistry; B.A., Lake Forest College; Ph.D., University of Georgia
- Philip Alan Klinkner (1995)
James S. Sherman Associate Professor of Government and Associate Dean of Students; B.A., Lake Forest College; M.A., M.Phil. and Ph.D., Yale University
- Patricia Kloidt (2002)
Head Coach, Women's Lacrosse; Assistant Coach, Women's Soccer; Assistant Professor of Physical Education; B.S., The Pennsylvania State University; M.S., Smith College
- Brendon Knight (2006)
Head Coach, Women's Ice Hockey; Assistant Professor of Physical Education; B.A. and M.Ed., State University of New York at Potsdam
- Larry Edward Knop (1977)
Professor of Mathematics; B.S., University of Washington; M.S., University of Miami; Ph.D., University of Utah
- Catherine Gunther Kodat (1995)
Associate Professor of English; B.A., University of Baltimore; M.A. and Ph.D., Boston University
- G. Roberts Kolb (1981)
Professor of Music; A.B., Occidental College; M.A., California State University at Fullerton; D.M.A., University of Illinois
- Roberta Lyles Krueger (1980)
Burgess Professor of French; A.B., Wesleyan University; A.M. and Ph.D., University of California at Santa Cruz
- Katharine Kuharic (2007)
Kevin Kennedy Associate Professor of Art; B.F.A., Carnegie Mellon University
- Anne E. Lacsamana (2005)
Assistant Professor of Women's Studies; B.A., Rollins College; M.A., University of Alabama; Ph.D., Bowling Green State University
- Chaise LaDousa (2006)
Assistant Professor of Anthropology; B.A., University of Chicago; M.A. and Ph.D., Syracuse University
- Aishwarya Lakshmi (2007)
Assistant Professor of English; B.A., Delhi University and New England College; M.A., Purdue University; Ph.D., University of Chicago

Kelly T. Landry (2005) *fs*

Visiting Instructor of Psychology; B.A., University of Massachusetts; M.A., Anna Maria College

Doran Larson (1998) *S*

Associate Professor of English; B.A., University of California at Santa Cruz; M.A. and Ph.D., The State University of New York at Buffalo

Craig Thomas Latrell (2000)

Associate Professor of Theatre; B.A. in Theatre and B.A. in Psychology, Reed College; M.F.A. and D.F.A., Yale University

Herman K. Lehman (1996)

Associate Professor of Biology; B.S., University of West Florida; Ph.D., Florida State University

Timothy Lehmann (2005)

Assistant Professor of Government; B.A., Amherst College; Ph.D., Ohio State University

Michelle LeMasurier (2001)

Associate Professor of Mathematics; B.A., University of Colorado at Boulder; M.A.; New York University; Ph.D., University of Georgia

Andrew Lewis (2006) *fs*

Visiting Assistant Professor of History; B.A., University of Pennsylvania; M.A. and Ph.D., University of Virginia

Samuel W. Lewis (2007) *s*

Sol M. Linowitz Visiting Professor of International Affairs; B.A., Yale University; M.A., School of Advanced International Studies, Johns Hopkins University

Cheng Li (1991) *FS*

William R. Kenan Professor of Government; M.D., Jing An Medical School, Shanghai; B.A., East China Normal University; M.A., University of California at Berkeley; Ph.D., Princeton University

Chung-Chin Eugene Liu (2006) *fs*

Visiting Assistant Professor of Economics; B.A., Eastern Oregon University; M.A. and Ph.D., Syracuse University

Shengjie Lu (2006) *f*

Visiting Instructor of East Asian Languages and Literatures; B.A., Beijing Language and Culture University

Yen-ching Lu (2005) *fs*

Visiting Instructor of East Asian Languages and Literatures; B.A., National Sun Yat-sen University

John R. Lytle (2007) *fs*

Visiting Instructor of French; B.A., The College of Wooster; M.A. and M.Phil., Yale University

Scott MacDonald (2008) *s*

Visiting Professor of Comparative Literature; B.A., DePauw University; M.A. and Ph.D., University of Florida

Seth Andrew Major (2000)

Associate Professor of Physics; B.A., Swarthmore College; M.S., Syracuse University; Ph.D., The Pennsylvania State University

- Joseph T. Malloy (1982)
Associate Professor of German; A.B. and A.M., State University of New York at Binghamton; Ph.D., University of Virginia
- Alexis Manhertz (2004)
Head Coach, Women's Volleyball; Assistant Professor of Physical Education; B.S. and M.S., Georgia Southern University
- Russell Marcus (2007) fs
Visiting Assistant Professor of Philosophy; B.A., Swarthmore College; Ph.D., The Graduate Center, City University of New York
- Robert W. T. Martin (1997)
Associate Professor of Government; B.A.; University of Connecticut; Ph.D., University of Minnesota
- Shelley A. McConnell (2007) fs
Visiting Assistant Professor of Government; B.A., Wellesley College; A.M. and Ph.D., Stanford University
- Michael L. McCormick (2002)
Assistant Professor of Biology; B.S., Ohio State University; M.S. and Ph.D., University of Michigan
- John C. McEnroe (1983)
John and Anne Fischer Professor of Fine Arts; B.A., Michigan State University; M.A., University of Michigan; Ph.D., University of Toronto
- Tara Eberhardt McKee (2002)
Assistant Professor of Psychology; B.S., Bucknell University; M.A. and Ph.D., University of Connecticut
- Sue Ann Miller (1975)
Professor of Biology; A.B., A.M. and Ph.D., University of Colorado
- Peter J. Millet (1968)
Litchfield Professor of Physics; B.S., Rensselaer Polytechnic Institute; M.S. and Ph.D., Syracuse University
- Martha Mockus (2006) fs
Jane Watson Irwin Visiting Assistant Professor of Women's Studies; B.A., University of California, Berkeley; M.Mus., University of London, King's College; Ph.D., University of Minnesota
- Cheryl A. Morgan (1990) FS
Associate Professor of French; B.A., Dartmouth College; M.A., Middlebury College; Ph.D., Columbia University
- Robert Bruce Muirhead III (1972)
Professor of Art; B.F.A., Rhode Island School of Design; M.F.A., Boston University School of Fine Arts
- Rebecca Murtaugh (2004)
Assistant Professor of Art; B.A., Pennsylvania State University; M.F.A., Virginia Commonwealth University
- Joseph Epoka Mwantuali (1995)
Associate Professor of French; B.A. and M.A., University of Zaire; M.S., New Hampshire College; Ph.D., Pennsylvania State University

- Perry Nizzi (1998)
Head Coach, Men's Soccer; Assistant Coach, Softball; Associate Professor of Physical Education; B.A. and M.A., State University of New York at Cortland
- Leslie Norton (1984)
Associate Professor of Dance; B.A., Butler University; M.A., Indiana University
- Andrew W. Nutting (2006) **fs**
Visiting Assistant Professor of Economics; B.A., University of Notre Dame; M.A. and Ph.D., Cornell University
- Mark A. Oakes (2005) **fs**
Visiting Assistant Professor of Psychology; B.A., Western Washington University; Ph.D., University of Washington
- Vincent Odamtten (1985) **F**
Professor of English; B.A. and M.A., University of Cape Coast, Ghana; Ph.D., State University of New York at Stony Brook
- Onno Oerlemans (1999)
Associate Professor of English; B.A. and M.A., Queen's University, Kingston, Canada; Ph.D., Yale University
- Kyoko Omori (2002) **FS**
Assistant Professor of East Asian Languages and Literatures; B.A., Kwansei Gakuin University; M.A. and Ph.D., Ohio State University
- John C. O'Neal (1984)
Professor of French; B.A., Washington and Lee University; M.A., Middlebury College; Ph.D., University of California at Los Angeles
- John Higbee O'Neill (1972)
Edmund A. LeFevre Professor of English; B.S., Wisconsin State College; A.M. and Ph.D., University of Minnesota
- Patricia O'Neill (1986) **FS**
Professor of English; B.A., California State University at Los Angeles; M.A. and Ph.D., Northwestern University
- Melek Su Ortabasi (2001) **F**
Assistant Professor of Comparative Literature; B.A., University of California at Berkeley; M.A. and Ph.D., University of Washington
- Stephen W. Orvis (1988)
Professor of Government; B.A., Pomona College; M.A. and Ph.D., University of Wisconsin
- Ann L. Owen (1997) **F**
Associate Professor of Economics and Director of the Arthur Levitt Public Affairs Center; B.A., Boston University; M.B. A., Babson College; M.A. and Ph.D., Brown University
- Robert L. Paquette (1981)
Publius Virgilius Rogers Professor of American History; A.B. and A.M., Bowling Green University; Ph.D., University of Rochester
- David C. Paris (1979)
Leonard C. Ferguson Professor of Government; A.B., Hamilton College; A.M. and Ph.D., Syracuse University

- Anjela M.C. Peck (2007)
Assistant Professor of Comparative Literature; B.A., Smith College; Ph.D., Emory University
- Samuel Frank Pellman (1979)
Professor of Music; B.Mus., Miami University; A.M. and D.M.A., Cornell University
- Mihaela Petrescu (2007) **fs**
Visiting Instructor of German and Russian Languages and Literatures; A.B.D. and M.A., Indiana University; M.A., Universitatea Bucurest
- William A. Pfitsch (1989)
Associate Professor of Biology; A.B., Oberlin College; M.S. and Ph.D., University of Washington
- Catherine Waite Phelan (2000)
Professor of Communication; B.A. and Ph.D., University of Illinois at Urbana-Champaign
- Gregory Richard Pierce (1991)
Professor of Psychology; B.S., M.S. and Ph.D., University of Washington
- Kirk E. Pillow (1997) **FS**
Associate Professor of Philosophy; B.A., Trinity University; M.A. and Ph.D., Northwestern University
- Jeffrey Lawrence Pliskin (1982)
Associate Professor of Economics; A.B., State University of New York at Binghamton; A.M. and Ph.D., University of Michigan
- Deborah Frances Pokinski (1978)
Associate Professor of Art History; A.B., Randolph-Macon Woman's College; A.M. and Ph.D., Cornell University
- Laura M. Purdy (2007) **fs**
McCullough Distinguished Visiting Professor of Philosophy; B.A. and M.A., San José State University; Ph.D., Stanford University
- Nancy Sorkin Rabinowitz (1974)
Margaret Bundy Scott Professor of Comparative Literature; A.B., City College of the University of New York; Ph.D., University of Chicago
- Peter Jacob Rabinowitz (1974)
Professor of Comparative Literature; A.B., A.M. and Ph.D., University of Chicago
- Heidi M. Ravven (1983) **FS**
Professor of Religious Studies; B.A., M.A. and Ph.D., Brandeis University
- Todd W. Rayne (1993)
Associate Professor of Geosciences; B.S., Montana State University; M.S. and Ph.D., University of Wisconsin
- Robert Redfield (1986) **S**
Samuel F. Pratt Professor of Mathematics; B.A., Reed College; M.A., University of Oregon; Ph.D., Simon Fraser University
- Patrick D. Reynolds (1992)
Professor of Biology and Associate Dean of Faculty; B.Sc., University College, Galway, National University of Ireland; Ph.D., University of Victoria, British Columbia

- Sharon Werning Rivera (1999)
Assistant Professor of Government; B.A., University of California at Davis; M.A., Johns Hopkins University; M.A. and Ph.D., University of Michigan
- Victoria Rivera-Cordero (2006)
Assistant Professor of Hispanic Studies; B.A. and M.A., Sorbonne Nouvelle (Paris III); M.A. and Ph.D., Princeton University
- Emily Rohrbach (2006) **fs**
Visiting Assistant Professor of English; B.A., University of Miami; M.A. and Ph.D., Boston University
- Ian J. Rosenstein (1994)
Associate Professor of Chemistry; B.S., Massachusetts Institute of Technology; Ph.D., Duke University
- Carl A. Rubino (1989)
Edward North Professor of Classics; A.B. and A.M., Fordham University; Ph.L., Woodstock College/Loyola Seminary; Ph.D., State University of New York at Buffalo
- Carol Schreier Rupprecht (1974) **F**
Professor of Comparative Literature; B.S., University of Virginia; A.M, M.Phil. and Ph.D., Yale University
- William Salzillo (1973)
Professor of Art; A.B., Middlebury College; B.F.A., Rhode Island School of Design; M.F.A., Cranbrook Academy of Art
- Franklin A. Sciacca (1984)
Associate Professor of Russian; B.A., M.A. and Ph.D., Columbia University
- Richard Hughes Seager (1994)
Professor of Religious Studies; B.A., University of Wisconsin; M.T.S., Harvard Divinity School; A.M. and Ph.D., Harvard University
- George C. Shields (1998) **FS**
Winslow Professor of Chemistry; B.A., M.S. and Ph.D., Georgia Institute of Technology
- Ann J. Silversmith (1989)
Professor of Physics; A.B., Oberlin College; M.Sc., University of Wisconsin; Ph.D., Australian National University
- Robert Leonard Simon (1968)
Marjorie and Robert W. McEwen Professor of Philosophy; A.B., Lafayette College; Ph.D., University of Pennsylvania
- Ashleigh B. Smythe (2007) **fs**
Visiting Assistant Professor of Biology; B.S., University of Vermont; M.S., Southern Louisiana University; Ph.D., University of California, Davis
- Nicole L. Snyder (2007)
Assistant Professor of Chemistry; B.S., Westminster College; Ph.D., University of Connecticut
- William J. Spicer (2006)
Assistant Coach, Football; Assistant Professor of Physical Education; B.S. and M.Ed., State University of New York at Cortland

Stephen P. Stetson (2006)

Mary Jayne Comey and Mac Bristol '43 Head Football Coach; Assistant Professor of Physical Education; A.B., Dartmouth College

Joan Hinde Stewart (2003)

Professor of French and President of the College; B.A., St. Joseph's College; Ph.D., Yale University

Nathaniel Cushing Strout (1980)

The Christian A. Johnson "Excellence in Teaching" Associate Professor of English; A.B., Carleton College; A.M. and Ph.D., University of Rochester

Eric S. Summers (2004)

Head Coach, Men's and Women's Crew; Assistant Professor of Physical Education; B.A., Colgate University; M.B.A., Syracuse University

Nicholas Tampio (2005) **fs**

Visiting Assistant Professor of Government; B.A., New College; M.A., Indiana University; Ph.D., Johns Hopkins University

Santiago Tejerina-Canal (1984) **FS**

Professor of Hispanic Studies; Licenciatura, Filosofia y Letras, Universidad Central de Barcelona; M.A. and Ph.D., University of Massachusetts at Amherst

Katherine Hikes Terrell (2004) **FS**

Assistant Professor of English; B.A., Kenyon College; M. Phil., Oxford University; M.A., University of Toronto; Ph.D., Cornell University

Barbara J. Tewksbury (1978)

Professor of Geosciences; B.S., St. Lawrence University; M.S. and Ph.D., University of Colorado

Margaret Olofson Thickstun (1988)

Elizabeth J. McCormack Professor of English; A.B., Mount Holyoke College; M.A. and Ph.D., Cornell University

David W. Thompson (1983)

Director of the Fitness Center and Campus Wellness Program; Assistant Coach, Men's and Women's Swimming; Professor of Physical Education; A.B., Colgate University; M.S., Syracuse University

Edith Toegel (1992) **FS**

Associate Professor of German; B.A. and M.A., Tufts University; Ph.D., University of Washington

David Toomey (2007) **fs**

Visiting Assistant Professor of Economics; B.A., Whitman College; M.A. and Ph.D., Cornell University

Michael A. Tracy (2006)

Assistant Coach, Football; Instructor of Physical Education; B.S., State University College at Cortland

Lisa N. Trivedi (1998) **F**

Associate Professor of History; B.A., Hampshire College; M.A., University of Chicago; Ph.D., University of California at Davis

Bonnie Urciuoli (1988)

Professor of Anthropology; B.A., Syracuse University; M.A. and Ph.D., University of Chicago

- Joseph R. Urgo (2006)
Professor of English and Vice President for Academic Affairs and Dean of Faculty; B.A., Haverford College; M.A.L.S., Wesleyan University; M.A. and Ph.D., Brown University
- Sukharev Valentin (2006) **f**
Visiting Assistant Professor of Chemistry; M.S., Russian Economic Academy; Ph.D., Moscow State University
- Chris Vasantkumar (2006)
Assistant Professor of Anthropology; A.B., Princeton University; M.A. and Ph.D., University of California, Berkeley
- Jonathan Vaughan (1971)
Professor of Psychology; A.B., Swarthmore College; A.M. and Ph.D., Brown University
- Julio Videras (2002)
Assistant Professor of Economics; B.A., Universidad de Málaga; M.A. and Ph.D., University of Colorado at Boulder
- Susan Viscomi (1997)
Associate Director of Athletics/Senior Women's Administrator; Professor of Physical Education; B.S.E., State University of New York at Cortland; M.A., Colgate University
- Bruce Walczyk (1985) **S**
Associate Professor of Dance; B.A., State University of New York College at Brockport; M.A., University of California at Los Angeles
- Edward S. Walker, Jr. (2006) **DC-S**
Christian A. Johnson Distinguished Professor of Global Political Theory; A.B., Hamilton College; M.A., Boston University
- Douglas Alexander Weldon (1977)
Stone Professor of Psychology; A.B., College of Wooster; A.M., Towson State University; Ph.D., State University of New York at Buffalo
- James B. Wells (2007) **fs**
Visiting Assistant Professor of Classics; B.A., Beloit College; M.A., University of Missouri; Ph.D., Indiana University
- Richard William Werner (1975) **FS**
John Stewart Kennedy Professor of Philosophy; A.B., Rutgers University; A.M. and Ph.D., University of Rochester
- Nigel Westmaas (2006)
Assistant Professor of Africana Studies; B.A., University of Guyana; M.A. and Ph.D., Binghamton University
- Elizabeth E. Wheatley (2006) **fs**
Visiting Assistant Professor of Sociology; A.B., Colby College; M.S., University of Illinois; M.A. and Ph.D., University of California
- Chad L. Williams (2004) **FS**
Assistant Professor of History; B.A., University of California; M.A. and Ph.D., Princeton University
- Ernest H. Williams (1984)
Professor of Biology; B.S., Trinity College; M.A. and Ph.D., Princeton University

Jay Gomer Williams (1960)

Wallcott D. Bartlett Professor of Religious Studies; A.B., Hamilton College; M.Div., Union Theological Seminary; Ph.D., Columbia University

Thomas A. Wilson (1989)

Professor of History; B.A., University of Connecticut; A.M. and Ph.D., University of Chicago

Michael E. Woods (1993)

Associate Professor of Music; B.A., University of Akron; M.A., Indiana University; D.M.A., University of Oklahoma

Stephen Wu (2000)

Associate Professor of Economics; B.Sc., Brown University; M.A. and Ph.D., Princeton University

Paul Gary Wyckoff (1991)

Associate Professor of Government; B.A., Macalester College; Ph.D., University of Michigan

De Bao Xu (1991) **F**

Professor of East Asian Languages and Literatures; B.A., Taiyuan Teacher's College; M.A., Beijing Normal University; M.A. and Ph.D., University of Illinois

Yu-sheng Yang (2007) **fs**

Visiting Instructor of East Asian Languages and Literatures; B.Ed., National Taiwan Normal University

Steven Yao (2002)

Associate Professor of English and Assistant Dean of Faculty for Diversity Initiatives; B.A. and B.S., University of Texas at Austin; Ph.D., University of California at Berkeley

Penny Linn Yee (1991)

Associate Professor of Psychology; B.A., Pomona College; M.S. and Ph.D., University of Oregon

Yvonne Zylan (2005) **F**

Assistant Professor of Sociology; B.A., Yale University; M.Phil. and Ph.D., New York University; J.D., University of San Diego School of Law

Special Appointments

Mireille Aboumrad

Lecturer in French; B.A. and M.S., St. Joseph University

Victoria J. G. Stockton Allen

Lecturer in Education Studies; B.A., Montclair State University; M.E.D., Smith College

Michael C. Bagge

Lecturer in Sociology; B.A., Tufts University; J.D., Tulane University of Law

Rick Balestra

Lecturer in Music (Jazz Guitar); B.A., Syracuse University; M.A., Ithaca College

Kenneth M. Bart

Lecturer in Biology; B.A. and M.A., State University of New York at Binghamton

Alyssa J. Beall

Lecturer in Religious Studies; B.A., California State University at Chico; M.A., Theological Union; M.Phil., Syracuse University

Suzanne Beevers

Lecturer in Music (Violoncello)

Stephen Best

Lecturer in Music (Keyboard and Organ; Keyboard Harmony); B.A. and M.Mus., Syracuse University

Milton Bloch

Visiting Professor of Art History; B.I.D., Pratt Institute; M.F.A., University of Florida

Austin E. Briggs, Jr.

Hamilton B. Tompkins Professor and Lecturer in English Literature; A.B., Harvard University; A.M. and Ph.D., Columbia University

Karen J. Brison

Mellon Visiting Scholar in Anthropology; B.A., McGill University; M.A. and Ph.D., University of California, San Diego

Barbara T. Britt-Hysell

Lecturer in English for Speakers of Other Languages; B.A., Framingham State College

Jane Brown

Lecturer in Music (Voice)

William Burd

Lecturer in Theatre and Director of Technical Theatre

Daniel Carno

Lecturer in Music (Oboe); B.Mus. and M.Mus., Syracuse University

Paul Charbonneau

Lecturer in Music (Classical Guitar); B.Mus., University of New Mexico

Mike Cirimo

Lecturer in Music (Percussion); B.Mus., Crane School of Music, Potsdam College; M.A., Indiana University of Pennsylvania

Colleen Crafton

Lecturer in Music (Trombone and Low Brass); B.Mus., The Catholic University of America; M.Mus., The Eastman School of Music

Robert C. Del Buono

Lecturer in Communication; B.S., Utica College; M.A., New York University

Sara Djamaa

Teaching Fellow in Critical Languages; B.S., El Arbi Ben M'Hidi High School

Mario Dunkel

Teaching Fellow in German and Russian Languages and Literatures

Marc E. Elias

Lecturer in Government; A.B., Hamilton College; M.A., Duke University; J.D., Duke University School of Law

John Garland

Lecturer in Music (Horn)

Anat Glick

Lecturer in Critical Languages; B.A., Haifa University

Linda Greene

Lecturer in Music (Flute); B.Mus., Syracuse University

- Eric Gustafson
Lecturer in Music (Viola)
- Ophélie Hémonin
Teaching Fellow in French; B.S., Lycée Marie Curie
- Jim Johns
Lecturer in Music (Jazz Drums)
- Lauralyn Kolb
Lecturer in Music (Voice); A.B., Occidental College; A.M., Smith College
- Allan Kolsky
Lecturer in Music (Clarinet)
- Ursula Kwasnicka
Lecturer in Music (Harp); B.Mus. and M.Mus., Manhattan School of Music
- Raymond W. Larzelere
Lecturer in Music (Voice); B.Mus., State University of New York College at Potsdam; M.A., State University of New York at Binghamton
- Richard G. Lloyd
Lecturer in Dance; A.B., Hamilton College; B.Mus. and M.Mus., McGill University
- Alma L. Lowry
Lecturer in Government; B.S., Nebraska Wesleyan University; M.S. and J.D., University of Michigan; L.L.M., Georgetown University Law Center
- Shengjie Lu
Teaching Fellow in East Asian Languages and Literatures; B.A., Beijing Language and Culture University
- Susan A. Mason
Lecturer in and Director of the Program in Teacher Education and the Program in Oral Communication; B.S., State University of New York College at Oswego; M.A., State University of New York at Albany; M.S., Ithaca College
- Jeremy Tyler Medina
Visiting Professor of Hispanic Studies; A.B., Princeton University; A.M., Middlebury College; Ph.D., University of Pennsylvania
- Rick Montalbano
Lecturer in Music (Jazz Piano)
- Jean Morris
Lecturer in Psychology; M.S.W., School of Social Welfare, SUNY Albany
- Stephen M. Owen
Lecturer in Economics; B.S., Boston University; B.A., University of Massachusetts; M.A., Tufts University
- Judith Owens-Manley
Lecturer in Government; B.S., Utica College; M.S.W. and Ph.D., State University of New York at Albany
- Colleen Roberts Pellman
Lecturer in Music (Piano) and Student Pianist Coach; B.Mus., Miami University; M.Mus., Ithaca College

Vladimir Pritsker

Lecturer in Music (Violin); M.Mus., Kharkov Institute of Art, Ukraine

Darryl Pugh

Lecturer in Music (Contrabass)

Gregory Quick

Lecturer in Music (Bassoon); B.Mus., University of Michigan

John Raschella

Lecturer in Music (Trumpet); Curtis Institute of Music

Monk Rowe

Lecturer in Music (Saxophone) and Joe Williams Director of the Jazz Archive; B.Mus., State University of New York College at Fredonia

Jim Schreve

Lecturer in Physics; B.S., University of Wisconsin at Milwaukee; M.S., University of Wisconsin at Madison

Maria B. Sedó del Campo

Teaching Fellow in Hispanic Studies

Mari Shudo

Teaching Fellow in East Asian Languages and Literatures; B.A., Saitama University

Jeff Stockham

Lecturer in Music (Jazz Trumpet); B.A., Syracuse University; M.A., Eastman School of Music

Sar-Shalom Strong

Lecturer in Music (Piano) and Coordinator of Staff Pianists; B.A., Knox College; M.Mus., Syracuse University

Wei Sun

Teaching Fellow in East Asian Languages and Literatures; B.S., Yanshan University

Ubaldo Valli

Lecturer in Music (Violin)

Kim Wiczorek

Lecturer in Education Studies; B.A., University of Minnesota; M.A., Teachers College of New York

Sharon Williams

Lecturer in English and Director of the Writing Center; B.A., Tufts University; M.Ed., Northeastern University

Officers, Administration, Staff and Maintenance & Operations

Officers of the College

Joan Hinde Stewart, *President of the College*

B.A., *St. Joseph's College*; Ph.D., *Yale University*

Monica C. Inzer, *Dean of Admission and Financial Aid*

B.A., *Skidmore College*

Karen L. Leach, *Vice President, Administration and Finance*

B.A., *Vassar College*; M.B.A., *Syracuse University*

David L. Smallen, *Vice President for Information Technology*

B.S. and M.S., *State University of New York at Albany*; Ph.D., *University of Rochester*

Richard C. Tantillo, *Vice President, Communications and Development*

B.A., *St. Bonaventure University*; M.S., *State University of New York at Albany*

Nancy R. Thompson, *Dean of Students*

B.S., *State University College at Geneseo*; M.Ed., *St. Bonaventure University*; M.Ed., *Springfield College*

Joseph R. Urgo, *Vice President for Academic Affairs and Dean of Faculty*

B.A., *Haverford College*; M.A.L.S., *Wesleyan University*; M.A. and Ph.D., *Brown University*

Office of the President

Joan Hinde Stewart, Ph.D., *President of the College*

Meredith Harper Bonham, Ed.M., *Executive Assistant to the President and Secretary to the Board of Trustees*

Susan G. Campanie, A.A.S., *Events Coordinator*

Nikki Jarvis, *Housekeeper*

Lauri P. Swan, B.A., *Secretary to the Office of the President*

Office of the Vice President for Academic Affairs and Dean of Faculty

Joseph R. Urgo, Ph.D., *Vice President for Academic Affairs and Dean of Faculty*

Patrick D. Reynolds, Ph.D., *Associate Dean of Faculty*

Steven G. Yao, Ph.D., *Assistant Dean of Faculty for Diversity Initiatives*

Karen M. Brown, *Office Assistant, Office of the Dean of Faculty*

Linda Michels, A.A.S., *Senior Assistant, Office of the Vice President for Academic Affairs and Dean of Faculty*

Kelly B. Walton, *Senior Assistant, Office of the Vice President for Academic Affairs and Dean of Faculty*

Carol A. Young, M.Ed., *Academic Budget Manager*

Kimberly M. Carroll, B.S., *Academic Office Assistant*

Kimberly A. Dam, *Academic Office Assistant*

Barbara J. DeBalso, *Academic Office Assistant*

Amelia S. Gowans, A.A.S., *Academic Office Assistant*

Heather Johnsen, M.M., *Academic Office Assistant*
 Ruth Lessman, *Academic Office Assistant*
 Carolyn J. Mascaro, *Academic Office Assistant*
 Janet M. Siepiola, *Academic Office Assistant*
 Cynthia B. Smiegal, B.S., *Academic Office Assistant*
 Robin A. Vanderwall, B.A., *Academic Office Assistant*
 Terri Viglietta, B.S., *Academic Office Assistant*
 Dawn E. Woodward, *Academic Office Assistant*
 Susan Goldberg, Ph.D., *Journal Assistant*
 Marcia D. Wilkinson, *Mellon Project Assistant*

Hong Gang Jin, Ph.D., *Director, Associated Colleges in China Program*
 Yin Zhang, M.A., *Acting Field Director, Associated Colleges in China Program*
 Elenitsa Weld, B.A., *Coordinator, Associated Colleges in China Program*

Gena L. Hasburgh, B.A., *Coordinator, Hamilton College Programs Abroad*
 Barbara Britt-Hysell, B.A., *Coordinator, English for Speakers of Other Languages (ESOL) Program*

William L. Burd, *Director, Technical Theatre*
 Virginia L. Dosch, M.A., *Student Fellowships Coordinator*
 Nathaniel L. Hall, B.A., *Materials Technician*
 Leslie B. North, B.A., *Coordinator, Health Professions Advising*
 Mary B. O'Neill, M.S., *Academic Support Coordinator/Director, Quantitative Literacy Center*
 Michelle Reiser-Memmer, M.A., *Performing Arts Administrator*
 Janet L. Turvey, *Project Assistant, The Diversity and Social Justice Project*
 Kenneth M. Bart, M.D., *Director, Microscopy and Imaging Facility*
 Charles J. Borton, B.A., *Laboratory Supervisor in Chemistry*
 Sally A. Corney, B.S., *Animal Care Technician*
 Harvey S. Cramer, M.S., *Supervisor of Introductory Laboratories*
 Pearl T. Gapp, B.S., *Laboratory Coordinator*
 Shawna M. O'Neil, M.S., *Director of Laboratories*
 Hillary J. Pitoniak, B.S., *Greenhouse/Invertebrate Care Technician*
 Stephen K. Pullman, A.S., *Science Technician*
 James L. Schreve, M.S., *Director of Laboratories/Head Technician*
 Sue Ann Z. Senior, B.S., *Laboratory Supervisor in Chemistry*
 David A. Tewksbury, B.S., *Geosciences Technician*
 Steven L. Young, B.A., *System Administrator and Research Support Specialist*
 Walter F. Zarnoch, B.S., *Machinist/Technician*

Mary Beth Barth, M.A., *Director, Critical Languages Program and Language Center*
 Jeremiah M. Spoon, *Coordinator/Technologist, Language Center*

James E. Helmer, Ph.D., *Lab Coordinator, Oral Communication Center*
 Susan A. Mason, M.A., M.S., *Director, Education Studies Program and Oral Communication Center*

Sharon F. Williams, M.Ed., *Director, Writing Center*
 Dorian M. Critelli, B.A., *Writing Center Assistant*

Sharon L. Topi, A.B., *Administrator in the Arthur Levitt Public Affairs Center*
 Judith Owens-Manley, Ph.D., *Associate Director for Community Research*
 Kristin M.T. Friedel, M.S., *Registrar*
 Diane M. Brady, *Staff Assistant for Registration*
 Kay S. Klossner, A.A.S., *Staff Assistant for Student Records*
 Judith W. May, B.A., *Student Services Assistant*

Julie M. Rand, *Student Services Assistant*
Anne J. Riffle, *Staff Assistant for Advising*
Phyllis A. Breland, M.Ed., *Director, Opportunity Programs and ACCESS Project*
Brenda C. Davis, B.A., *Assistant Director, Opportunity Programs*
Shannon R. Jones, M.S., *Educational and Supportive Services Counselor*
Louise H. Peckingham, M.A., *Electronic Reporting Coordinator*

Dana L. Krueger, M.A., M.S., *Gallery Registrar*
Susanna M. White, M.A., *Associate Director and Curator, Emerson Gallery*
Pauline Caputi, B.A., *Gallery Office Assistant, Emerson Gallery*

Jonathan T. Hind, M.A., *Director, Athletics*
Susan P. Viscomi, M.A., B.S., *Associate Director, Athletics/Senior Women's Administrator*
David W. Thompson, M.S., *Director, Fitness Center and Campus Wellness*
Kimberly J. Hutchins, *Senior Assistant, Athletics*
Dennis C. Murphy, *Athletics Equipment Manager*
Nanci A. Phelan, A.A.S., *Academic Office Assistant*
James A. Taylor, B.A., *Sports Information Director*
Scott Siddon, M.S., *Head Athletics Trainer*
Patrick J. Giruzzi, B.S., *Assistant Athletics Trainer*
Emily D. Willoughby, M.S., *Assistant Athletics Trainer*

The Daniel Burke Library

Randall L. Ericson, M.L.S., *Couper Librarian*
Ken R. Herold, M.L.I.S., *Director, Library Information Systems*
Constance F. Roberts, M.L.S., *Director, Technical Services*
Marianita J. Amodio, A.A., *Digital Imagery Specialist*
Monk Rowe, B. Mus., *Joe Williams Director of the Jazz Archive*
Katherine A.S. Collett, Ph.D., *Assistant Archivist*
Peter J. MacDonald, A.M., *Library Information Systems Specialist*
Glynis V. Asu, A.M.L.S., *Reference Librarian/Coordinator of Interlibrary Loan and Sciences Liaison Librarian*

Reid Larson, M.L.S., *Reference Librarian*
Lynn M. Mayo, M.L.S., *Reference Librarian/Coordinator of Electronic Resources*
Christine A. Rudecoff, M.A., M.L.S., *Reference Librarian*
Kristin L. Strohmeier, M.S., *Reference Librarian/Coordinator of Library Instruction*
Barbara E. Swetman, M.A., *Acquisitions and Serials Librarian*
Jean F. Williams, M.L.S., *Cataloguing/Database Quality Control Librarian*
April S. Caprak, *Assistant to the Librarian*
Joan Clair, B.A., *Music Library Coordinator*
Kari L. Szymanski, B.A., *Senior Circulation Assistant*
Linda M. Brennan, *Circulation Assistant*
Elizabeth G. Brotherton, A.A.S., *Circulation Assistant*
Margaret C. D'Aprix, *Assistant, Interlibrary Loan*
Genevieve F. Davis, B.A., *Serials Assistant*
Phillip J. Gisondi, *Circulation Assistant*
Linda J. Hodinger, *Library Assistant, Circulation*
Cynthia L. McKelvey, *Evening Circulation Assistant*
Katrina M. Schell, A.B., *Circulation Assistant*
Ruth E. Melvin, *Senior Serials Assistant*
Abigail O. Morton, *Senior Acquisitions Assistant*
Shelley Moses, *Assistant Cataloguer*
Donna Lee Powles, *Assistant Cataloguer*
Lucinda Savage, B.A., *Assistant Cataloguer*

Rebecca S. Seifert, M.A., *Assistant Cataloguer*
Cynthia A. Stern, *Serials Assistant*
Mark E. Tillson, *Assistant Cataloguer*
Mary Whittaker, *Acquisitions Assistant*
Joan T. Wolek, *Assistant, Interlibrary Loan*

Office of Administration and Finance

Karen L. Leach, B.A., M.B.A., *Vice President, Administration and Finance*
Jan Rishel, *Secretary to the Vice President, Administration and Finance*
Peter Blanchfield, M.S., *Chief Investments Officer*
Amy M. Clausen, A.B., *Investment Analyst/Portfolio Accountant*
Gordon J. Hewitt, Ph.D., *Director, Institutional Research*

Carol S. Bennett, B.S., *Associate Director, Human Resources*
Luann M. Zaleski, A.A.S., *Benefits Specialist*
Victoria Palmer, B.A., *Human Resources Coordinator*

Sharon Whiting, B.S., *Controller and Director of Budgets*
Andrea L. Brown, B.S., *Assistant Controller*
Elizabeth D. Stewart, B.S., *Assistant Director, Financial Reporting and Budgets*
Suzanne M. Hayes, B.S., *Senior Staff Accountant*
Colene T. Burnop, A.A.S., *Staff Accountant, Loans/Collections*
Patricia E. Davis, *Student Accounts Specialist*
Patricia A. Hartnett, *Business Office Assistant*
Rose M. Ingalls, *Accounts Payable Specialist*
Deborah Prody, B.P.S., *Staff Accountant, Grants/Cashier*
Lisa A. Nassimos, A.A.S., *Disbursements Coordinator*
Gina L. Gilleece, A.A.S., *Payroll Specialist*

Irene K. Cornish, B.S., *Director, Auxiliary Services*
Deborah A. Wood, A.A.S., *Supervisor, Print Shop*
Matthew B. Fletcher, A.A., *Press Operator, Print Shop*
Yvonne F. Schick, *Technical Assistant, Print Shop*

Sally E. Emery, *Supervisor, Mail Center*
Jan Howarth-Piayai, *Mail Services Assistant*
Lynn W. Morton, *Mail Clerk*
Tambra M. Rotach, B.A., *Mail Clerk*

Dannelle K. Parker, B.A., *Director, Summer Programs/Conference Services*
Penny Carpenter, *Office Assistant, Summer Programs/Conference Services*

Steven J. Bellona, M.S., *Associate Vice President, Facilities and Planning*
Brian J. Hansen, M.S., *Director, Environmental Protection and Safety*
Terry Hawkridge, B.S., *Assistant Director, Grounds, Horticulture and Arboretum*
William J. Huggins, B.S., *Associate Director, Physical Plant*
Frank N. Marsicane, B.S., *Senior Associate Director, Physical Plant*
Casey J. Wick, B.S., *Assistant Director, Custodial Services*
Mary S. Collis, B.S., *Science Stockroom and Facility Coordinator*
John P. McGovern, *Custodial Services Manager*
Donald T. Croft, *Grounds Services Manager*
Edward I. Neidhart, *Manager, Technical Trades*
Anthony R. Poccia, Jr., B.S., *Manager, Building Structural Trades*
Carolee A. Kogut, *Office Assistant*
Linda C. Webster, *Work Control Assistant*

Gary D. Almas, *Custodian*
David J. Annatone, *Master Maintenance Mechanic*
David Aversa, *Master Maintenance Mechanic*
Kevin L. Bancroft, *Grounds Service Worker*
Peter J. Barber, *Custodian*
Raymond J. Barretta, *Master Maintenance Mechanic*
Peggy Bartels, *Custodian*
Jeffrey E. Bell, B.T., *Horticultural Grounds Worker*
Thomas Bourgeois, A.A.S., *Master Maintenance Mechanic*
Norman J. Bramley, *Master Maintenance Mechanic*
Bryan P. Brownell, *Custodian*
Shane C. Buchanan, *Custodian*
Jayson Burmaster, *Custodian*
James F. Burns, *Custodian*
Christopher S. Carter, *Master Maintenance Mechanic*
Dale M. Catello, *Custodian*
Earl J. Clipston, *Grounds Service Worker*
Daniel Colter, *Grounds Service Worker*
George C. Conney, *Carpenter*
Brian M. Cooney, *Custodian*
Paul G. Crawford, *Grounds Service Worker*
Patricia Critelli, *Custodian Foreperson*
Raymond A. Cyr, *Custodian*
Timothy A. David, *Custodian*
Larry L. Davis, *Custodian*
Keyok DeCarr, *Custodian*
James T. Dickan, *Assistant Locksmith*
James Doolen, *Grounds Service Worker*
Laurence Draper, *Athletic Grounds Worker*
Alexander J. Egresits, *Painting Foreperson*
Judith S. Elliott, *Custodian*
Daniel D. Elsenbeck, A.A.S., *Athletic Grounds Worker*
Robert Evans, *Custodian Foreperson*
Eugene R. Faldzinski, *Custodian*
Elizabeth M. Fitzgerald, *Custodian*
Clarence R. Flickinger, *Mason*
Matthew Gaston, *Custodian*
John B. Gates, *Horticultural Grounds Worker*
Michael L. Golden, *Custodian*
Ronald Griffin, *Grounds Service Worker*
Charles A. Hollenbeck, *Custodian*
Kevin M. Holleran, *Master Maintenance Mechanic*
Michael R. Hutchison, *Custodian*
Nancy L. Irizarry, *Custodian*
Anthony J. Juliano, A.S., *Maintenance Mechanic*
Douglas E. Kent, *Painter*
James P. Kines, *Custodian*
Mark A. Kinne, *Carpenter*
Andrew Kistowski, *Master Maintenance Mechanic*
Roger A. Laliberte, *Master Maintenance Mechanic Foreperson*
Michael Laukaitis, *Grounds Services Worker*
Audrey Legacy, *Custodian*

Richard L. Legacy, *Custodian*
Cynthia R. Leverich, *Custodian*
Debra A. Loucks, *Custodian*
Stewart W. Lyman, *Custodian*
Holly E. Macri, *Custodian*
Christopher Macri, A.A.S., *Custodian*
Michael D. Mahanna, *Grounds Foreperson*
Gregory L. Mahardy, *Custodian*
James A. Maida, A.A.S., *Stock Room Assistant*
William McComb, *Custodian*
Omer Melkic, *Custodian*
James C. Melvin, *Maintenance Mechanic Foreperson (HVAC)*
Pamela S. Merriman, *Custodian*
Mahlon Moon, *Painter*
Donald F. Mosher, *Grounds Service Worker*
Barbara Neidhart, *Custodian*
Michael J. Neidhart, *Mechanic*
Vinh Son Nguyen, *Custodian*
Francis R. Oles, *Custodian*
Aubrey E. Owens, *Custodian Foreperson*
Beatrice A. Page, *Custodian*
James M. Peterson, *Custodian*
Donna C. Phillips, *Custodian*
William J. Powers, *Custodian Foreperson*
Richard Rados, *Master Maintenance Mechanic*
Mark Reece, *Carpenter*
Edward J. Reilly, *Locksmith*
Karen B. Rotach, *Custodian*
Daniel E. Rouillier, *Horticultural Foreperson*
Mark O. Ruane, *Grounds Service Worker*
Christopher Rubino, A.D.S., *Master Maintenance Mechanic*
Patrick J. Ryan, A.A.S., *Preventive Maintenance Mechanic*
Ronald G. Saunders, *Carpenter*
James Sexton, *Carpenter*
Daniel K. Siedsma, *Mechanic*
Cathi Simonds, *Custodian*
Frank J. Skutnik Sr., *Custodian*
David A. Smith, *Preventive Maintenance Mechanic*
Amy Sovey, *Custodian*
Lynn K. Stillman, *Athletic Grounds Worker*
Michael G. Stottlar, *Custodian*
Michael J. Strong, *Custodian Foreperson*
Susan B. Tarbox, *Custodian*
Trevis G. Tibbles, *Custodian*
Gaylord Towne, *Custodian*
Robin L. Treen, *Custodian Foreperson*
John H. Vaughan III, *Athletic Grounds Worker*
Frederick G. Wampfler, *Athletic Grounds Foreperson*
Kenneth A. Waufle, *Custodian*
Alfred L. Webster, *Carpenter Foreperson*
Jennifer Wendell, *Custodian*
Ronald L. Whitford, *Carpenter*

Steven J. Will, *Custodian*
William J. Zieres, *Stock Room Supervisor*

Office of the Dean of Students

Nancy R. Thompson, M.Ed., *Dean of Students*
Carol A. Drogus, Ph.D., *Associate Dean of Students for Off-Campus Study/International Student Advisor*

Allen Harrison, Jr., M.B.A., *Associate Dean of Students for Diversity and Accessibility*
Philip Klinkner, Ph.D., *Associate Dean of Students (Academic)*
Jeffrey H. Landry, M.S., *Associate Dean of Students for Student Conduct*
Amy A. James, B.A., *Coordinator of Special Programs*
Regina P. Johnson, B.S., *Office Assistant*
Karen M. Prentice-Duprey, A.O.S., *Staff Assistant*
Cynthia G. Reynolds, B.A., *Secretary to the Dean of Students*

Andrew Jillings, M.A., *Director, Outdoor Leadership*
Sarah G. Weis, B.A., *Assistant Director, Outdoor Leadership*

Travis R. Hill, M.A., *Director, Residential Life*
Chad J. Laliberte, M.S., *Assistant Director, Residential Life*
Shannon M. Hitchcock, M.A., *Area Director, Residential Life*
Patrick C. Marino, *Area Director, Residential Life*
Jean M. Burke, *Staff Assistant, Residential Life*
Jeffrey H. McArn, M.Div., *College Chaplain*
John Croghan, M.Div., *Newman Chaplain*
David Levy, M.A., *Jewish Chaplain*
Jane E. Willis, *Office Coordinator*

Christine C. Merritt, A.A.S., NP/RPA-C, *Director, Student Health Services*
Melissa Britt, M.S., *Nurse Practitioner*
Betty A. Burkhart, L.P.N., *Licensed Practical Nurse*
Diann T. Lynch, R.N.C., *Registered Nurse*
Francine M. Vaughan, *Office Coordinator*

Lisa A. Magnarelli, M.Ed., *Assistant Dean of Students for Campus Life and Director, Student Activities*
Paul A. Ryan, M.S., *Assistant Director, Student Activities*
Theresa Gallagher, *Staff Assistant, Student Activities*

Makino D. Ruth, M.A., *Director, Career Center*
David E. Bell, M.Ed., *Senior Associate Director, Career Center*
Leslie A. Bell, M.S., *Associate Director, Career Center*
Catherine A. Milner, *Recruiting Coordinator*
Jeannine M. Murtaugh, M.A., *Associate Director, Career Center*
Judith E. Faulkner, *Assistant, Computer Support*
Laurie A. King, A.A.S., *Recruiting and Programming Assistant*
Shannon L. Shannon, *Office Coordinator*
Heather V. Wixson, M.S., *Assistant Director, Career Center*

Robert I. Kazin, Ph.D., *Director, Counseling and Psychological Services*
Jan P. Fisher, M.A., *Senior Counselor, Counseling and Psychological Services*
Marianne Skau, Ph.D., *Counselor/Psychologist, Counseling and Psychological Services*
Susan Hill, *Office Assistant*

Patricia Ingalls, *Director, Campus Safety*
Wayne A. Gentile, *Shift Supervisor*

Michael R. Jones, *Shift Supervisor*
Michael R. Schwartz, A.A.S., *Shift Supervisor*
Sharon Bertlesman, *Dispatcher/Communications Assistant*
Virginia K. Dunn, B.S., *Dispatcher/Communications Assistant*
Christine L. Morgan, *Dispatcher/Communications Assistant*
James D. Cecil, *Safety Officer*
Clifton L. Chapman, *Safety Officer*
Ryan P. Cosgrove, *Safety Officer*
Joseph Plado Costante, *Safety Officer*
John R. Crane, Jr., *Safety Officer*
Fred. L., Fox, Jr., A.A.S., *Safety Officer*
Michael J. Hayes, A.A.S., *Safety Officer*
Crystal M. Vincent, B.A., *Safety Officer*

Office of Admission, Financial Aid and HART

Monica C. Inzer, B.A., *Dean of Admission and Financial Aid*
Lora M. Schilder, M.A., *Director, Admission*
Elizabeth Spaziani, A.A.S., *Assistant to the Dean of Admission and Financial Aid*
Jay B. Bonham, M.A., *Associate Dean of Admission*
Susan F. Donegan, *Associate Dean of Admission/Director, Alumni Recruitment Initiatives*
Cameron Feist, A.B., *Associate Dean of Admission*
Kyle E. Graham, B.A., *Associate Dean of Admission*
Michael L. Salmon, A.B., *Assistant Dean of Admission*
Wendy J. Schmidt, A.B., *Assistant Dean of Admission and Financial Aid*
Kyra M. Young, M.P.A., *Assistant Dean of Admission/Director, Diversity Recruitment*
Sara B. Ziesenitz, M.S.Ed., *Assistant Dean of Admission*
Elizabeth M. Barron, A.A.S., *Office Assistant/Application Processor*
Shirley E. Croop, *Staff Assistant/Operations Manager*
Ann Hobert-Pritchard, A.A.S., *Admission Office Coordinator*
Susan Iffert, *Correspondence Specialist/Application Processor*
Gayle P. James, B.A., *HART Assistant/Special Events Coordinator*
Michelle R. Weismantle, *Office Assistant/Application Processor*
Matthew J. Malatesta, M.A.T., *Director, Financial Aid*
Susan B. Stetson, A.B., *Associate Director, Financial Aid*
Mary Ann Atkinson, *Financial Aid Assistant*
Patricia A. Gogola, *Financial Aid Specialist*
Colleen M. Seymour, A.A.S., *Financial Aid Office Assistant*

Information Technology Services

David L. Smallen, Ph.D., *Vice President for Information Technology*
Terry Lapinski, *Assistant to the Vice President for Information Technology and Technology Support Assistant*
Joseph M. Karam, B.A., *Director, Network and Telecommunications Services*
Debbora Bartel Quayle, B.S., *Director, Help Desk and Training Services*
Nikki Reynolds, Ph.D., *Director, Instructional Technology Support Services*
Karen L. Schaffer, B.S., *Director, Desktop Integration Services*
Michael J. Sprague, M.S., *Director, Web Services*
Martin S. Sweeney, B.A., *Director, Central Information Services*
Nicholas D. Brockner, B.S., *Systems Administrator in Information Technology Services and Computer Science*

Ryan M. Coyle, A.A.S., *Desktop Systems Administrator*
 Mary B. Fiore, M.B.A., *Programmer/Analyst*
 Christopher M. Forte, B.S., *Help Desk Support Specialist*
 Colleen R. Holliday, *Telephone Systems Administrator*
 John D. Ingalls, A.S., *Network and Systems Administrator*
 Kathleen J. Kwasniewski, A.A.S., *Systems Analyst*
 Linda J. Lacelle, B.S., *Systems Analyst/Administrator*
 Brian F. Love, B.S., *Web Integration Specialist*
 Gretchen A. Maxam, B.A., *Desktop Integration Specialist, Imaging Support*
 Geoffrey K. Pashley, B.S., *Programmer/Analyst*
 Scott C. Paul, B.S., *Senior Help Desk Support Specialist*
 Jason Quatrino, B.S., *Web Developer*
 Deborah Reichler, M.S., *Instructional Technology Specialist*
 David M. Roback, B.S., *Network and Systems Administrator*
 Carl A. Rosenfield, B.S., *Instructional Technology Specialist*
 Maureen H. Scoones, M.S., *Training Coordinator*
 Janet T. Simons, M.S., *Instructional Technology Specialist*
 Krista M. Siniscarco, A.A.S., *Instructional Technology Specialist*
 Jesse D. Thomas, *Desktop Systems Administrator*
 Timothy J. Hicks, A.A., *Director, Audiovisual Services*
 Mary Christeler, *Evening Multimedia Technician*
 Matthew S. Granato, B.S., *Multimedia Systems Technician*
 Marilyn B. Huntley, B.S., *Staff Assistant/Film Specialist*
 Stefany V. Lewis, A.A.S., *Multimedia Services Coordinator*

Office of Communications and Development

Richard C. Tantillo, M.S., *Vice President, Communications and Development*
 Mary K. Hoying, *Senior Assistant to the Vice President, Communications and Development*
 A. Dean Abelon, A.B., *Executive Director, Western Region*
 Donna B. Lutz, *Senior Assistant to the Executive Director, Western Region*
 Mary McLean Evans, A.B., *Director, Principal Gifts*
 Lori Rava Dennison, A.B., *Director, Campaign Operations and Principal Gifts Officer*
 Ellen H. Brown, M.A., *Director, Parent and Leadership Giving Programs*
 Pamela A. Havens, M.A., *Director, Donor Relations*
 Patricia H. Whitford, A.A.S., *Director, Development Research*
 Claudette Ferrone, A.B., *Associate Director, Leadership Giving Programs*
 Sharon T. Rippey, B.A., *Associate Director, Leadership Giving Programs*
 M. Jane Bassett, *Donor Relations Coordinator*
 Roxanne Revak, *Senior Assistant, Donor Relations/Development Research*
 Sarah Wetherill, A.S., *Assistant, Leadership Giving Programs*
 Benjamin P. Madonia III, A.B., *Director, Planned Giving*
 Joni S. Chizzonite, B.A., *Associate Director, Planned Giving*
 Carol Fobes, *Assistant, Planned Giving*
 William J. Billiter, M.A., *Director, Foundation, Corporate and Government Relations*
 Amy K. Lindner, M.S., *Associate Director, Foundation, Corporate and Government Relations*
 Colleen T. Bennett, A.A., *Staff Assistant, Foundation, Corporate and Government Relations*

William H. Brower III, A.B., *Executive Director, Annual Giving and Alumni Relations*
Amy Palmieri, A.A.S., *Senior Assistant to the Executive Director, Annual Giving and Alumni Relations*

Jon A. L. Hysell, A.B., *Director, Annual Giving*

John D. Murphy, A.B., *Director, Annual Fund Leadership Gifts*

Erika K. Klar, M.A., *Associate Director, Annual Giving/Director of Reunion Giving*

David T. Steadman, A.B., *Associate Director, Annual Giving/Director of Young Alumni Giving*

Nikki D. Barbano, *Assistant Director, Annual Giving and Information Technology*

Peter B. Kopp, A.B., *Graduate Assistant for Development*

Stephanie K. Broomfield, B.A., *Senior Assistant, Annual Giving*

LaurieAnn M. Russell, *Associate Director, Alumni Relations/Director of Reunion Weekend*

Elizabeth L. Bowman, M.B.A., *Assistant Director, Alumni Relations/Regional Events*

Jacqueline D. Thompson, A.A.S., *Senior Assistant, Alumni Relations*

Loren C. Corbin, A.S., *Director, Information Services/Database Administrator*

John D. Drew, *Systems Analyst*

Linda D. Dixon, *Accounts and Records Coordinator*

Michael R. Coogan, *Demographics Records Clerk*

Yvonne Brady, *Accounts and Records Assistant*

Michael J. Debraggio, M.S., *Executive Director, Communications*

Vige Barrie, M.B.A., *Director, Media Relations*

Holly A. Foster, B.S., *Associate Director, Media Relations*

Scott M. Stafford, *Communications Assistant*

J.D. Ross, M.S., *Director, Web Content*

Esenia J. Jackson, A.A.S., *Assistant Director, Web Content*

Stacey J. Himmelberger, M.A., *Interim Director, Strategic Communications*

Catherine D. Brown, A.A.S., *Art Director*

Elizabeth House, *Assistant Director, Publications*

Phyllis L. Jackson, *Publications Associate*

Beth L. Tegart, M.L.S., *Editorial Assistant*

Enrollment

Enrollment of Students by Classes, Fall 2006*

	Men	Women	Total
Class of 2007	230	214	444
Class of 2008	203	201	404
Class of 2009	254	249	503
Class of 2010	235	268	503
Visiting & Part-Time Special Students	18	13	31
Total	940	945	1885

* Numbers include students on campus as well as those in Hamilton-sponsored off-campus programs. Of the 99 students (mostly juniors) off campus last fall on approved academic leaves of absence, 43 were studying at foreign institutions or in non-Hamilton programs.

Geographic Distribution of Students by State and Country, 2005-06

State	Students	State	Students	Countries	Students
New York	594	Arkansas	2	Jamaica	2
Massachusetts	249	Hawaii	2	Japan	2
Connecticut	169	Indiana	2	Romania	2
New Jersey	130	Iowa	2	Saudi Arabia	2
Pennsylvania	102	Montana	2	Tanzania	1
Maryland	47	Alabama	1	Argentina	1
Vermont	46	Idaho	1	Bangladesh	1
California	42	Kentucky	1	Bosnia/Hercegovina	1
New Hampshire	34	Nevada	1	Botswana	1
Illinois	32	North Dakota	1	Czech Republic	1
Colorado	25	Puerto Rico	1	Ecuador	1
Maine	25	Utah	1	El Salvador	1
Virginia	19	West Virginia	1	Georgia	1
Washington	19			Germany	1
Minnesota	16			Greece	1
Ohio	15			Guyana	1
Rhode Island	15			Indonesia	1
Florida	14	Countries		Israel	1
Texas	10	Canada	21	Kenya	1
District of Columbia	9	China	18	Kuwait	1
Michigan	8	South Africa	6	Lebanon	1
Georgia	7	South Korea	5	Lithuania	1
Arizona	6	Singapore	4	Malaysia	1
South Carolina	6	Honduras	3	Mexico	1
Oregon	5	Nepal	3	Morocco	1
Kansas	4	United Kingdom	3	Netherlands	1
Louisiana	4	Zimbabwe	3	Pakistan	1
Missouri	4	Area Europe	2	Philippines	1
New Mexico	4	Bolivia	2	Russia	1
North Carolina	4	Bulgaria	2	Sweden	1
Tennessee	4	Columbia	2	Switzerland	1
Wisconsin	4	France	2	Thailand	1
Delaware	3	Ghana	2	Turkey	1
Oklahoma	3	Hong Kong	2	Vietnam	1
		India	2		

Student Retention

Of the 500 full-time first-year students who enrolled at Hamilton in the fall of 1999, 81.6 percent were graduated by the spring of 2003; 87.6 percent by the spring of 2004.

Degree Programs

The following programs for the degree of Bachelor of Arts at Hamilton College are registered with the New York State Education Department, Office of Higher Education and Professions, Cultural Education Center, Room 5B28, Albany, NY 12230 (518) 474-5851.

Programs	HEGIS Code
Africana Studies	2211
American Studies	0313
Anthropology	2202
Art	1002
Art History	1003
Biochemistry/Molecular Biology	0414
Biology	0401
Chemical Physics	1999.20
Chemistry	1905
Chinese.....	1107
Classics	1504
Communication	0601
Comparative Literature	1503
Computer Science	0701
Dance	1008
East Asian Studies	0301
Economics	2204
English	1501
English Literature	1502
Environmental Studies.....	0420
Foreign Languages	1101
French	1102
Geoarchaeology	1999
Geosciences	1914
German	1103
German Studies	0312
Government	2207
Hispanic Studies	1105
History	2205
Interdisciplinary Programs	4901
Mathematics	1701
Music	1005
Neuroscience	0425
Philosophy	1509
Physics	1902
Psychology	2001
Public Policy	2207
Religious Studies	1510
Russian Studies	0307
Sociology	2208
Theatre	1007
Women's Studies	4903
World Politics	2207
Writing	1507

Family Educational Rights and Privacy Act Annual Notice

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the registrar, dean of students, academic department head 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 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 shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
 - a. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College throughout 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 College has contracted (such as an attorney, auditor or collection agent); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the College discloses education records without consent to officials of another school, upon request, in which a student seeks or intends to enroll.
 - b. Another exception that permits disclosure without consent is the disclosure of directory information, which the law and the College define to include the following: a student's name, home and campus address, e-mail address, telephone listing, parents' name and address(es), date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, photograph and the most recent previous educational agency or institution attended. This information is generally disclosed only for College purposes, such as news releases and athletic programs, and not to outside vendors.

This exception is subject to the right of the student to object to the designation of any or all of the types of information listed above as directory information in his or her case, by giving notice to the dean of students on or before September 15 of any year. If such an objection is not received, the College will release directory information when appropriate.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4605

5. Questions regarding FERPA and the procedures followed by the College to comply with the act may be referred to the dean of students or the registrar.

Index

A

Academic Advising, 7
Academic Average, 22
Academic Departments and Programs, 61-122
Academic Leave of Absence, 27
Academic Probation, 23-24
Academic Programs and Services, 7-15
Academic Regulations, 16-29
Academic Standing, 23-24
Academic Services, 49
Academic Support Services, 8-10
Academic Suspension, 24, 28
Academic Warnings, 23
Academic Year in Spain, 11, 104
Acceleration, academic, 27
Accessibility and Diversity, 49
ACCESS Project, 36
Achievement Prizes, 150-157
Administrative Officers, Staff and Maintenance & Operations, 185-194
Admission, 34-37
Admission, deferred, 35
Admission, early, 35
Admission Requirements, 34
Advanced Placement, 35, 61-63
Advising, academic, 7
Africana Studies, 64
Afro-Latin Cultural Center, 44
Aid to Native Americans, 159, 160
American Council of Teachers of Russian Undergraduate Program, 13-14
American Studies, 65-66
Americans with Disabilities Act, (*see Diversity and Accessibility*, p. 49)
Anderson-Connell Alumni Center, 44
Antarctic and Southern Ocean Studies, Institute of, 12
Anthropology, 66-67
Application Fee, 38
Archaeology, (*see Anthropology*, pp. 66-67)
Art, 68
Art History, 69
Art, exhibitions, 54
Asian Studies, 70
Assistance Programs, federal and state, 158-161
Associated Colleges in China Program, 11, 84-85
Assurance of Admission: Master of Arts in Teaching, 14
Astronomy, (*see Physics*, p. 114)
Athletic Center, 44
Athletic Policy, 59
Athletic Programs and Facilities, 59-60
Attendance, class, 22-23
Average, academic, 22

Awards, academic, 123-157

Azel Backus House, 44

B

Baccalaureate Requirements, 16-19
Beinecke Student Activities Village, 44
Benedict Hall, 45
Bills, issuance and payment of, 40
Biochemistry/Molecular Biology, 71
Biology, 72
Bridge Program, 37
Bristol Center, 45
Buildings and Facilities, 44-48
Burke Library, 8, 46
Business, preparation for careers in, 33
Buttrick Hall, 45

C

Calendar, College, 2
Campus Buildings and Facilities, 44-48
Campus Crime Statistics, (*see Campus Safety*, p. 50)
Campus Cultural Life, 54-58
Campus Safety, 50
Career Center, 32, 45, 50
Career Planning, (*see Postgraduate Planning*, pp. 32-33)
Chapel, 45
Chaplaincy, 50-51
Charges for Damage, 40
Chemical Physics 73
Chemistry, 74
China Program, Associated Colleges in, 11, 84-85
Chinese (*see East Asian Languages and Literature*, pp. 84-85)
Christian A. Johnson Hall, 46
Class Attendance, 22-23
Class Status, 23
Classical Studies, (*see Classics*, pp. 75-76)
Classical Studies in Greece and Rome, 12
Classics, 75-76
Club Sports, 60
College Courses, 77
College Fees, 38-40
College Loans, 42-43
College Purposes and Goals, 5-6
College Year, 7
Commencement Honors, 30
Communication, 78
Comparative Literature, 79
Computer Science, 80
Concentration, Regular, 16
Concentration, Regular with a Minor, 17
Concentration, requirements, 10, 16
(*see also individual departments*)

Concentrations, list of, 10
Conferral of Degrees, 19
Continuation, 29
Continuation Deposit, 29, 39
Cooperative Engineering Program, 14
Cooperative Law Program, 14
Cooperative Programs, 13-15
Counseling and Psychological Services, 51
Couper Hall, 45
Course Changes, 20-21
Course Election, 20
Course Units, required, 16
Courses, adding and dropping, 20-21
Courses, overelection, 38
Creative Writing, (*see English*, pp. 89-91)
Credit, Evaluation of Transfer, 27
Credit/No Credit Option, 22
Credit, transfer of, 24-27
Crime Statistics, campus (*see Campus Safety*, p. 50)
Critical Languages, 81
Cultural Anthropology, (*see Anthropology*, pp. 66-67)
Cultural Life, 54-58

D

Damage, charges for, 40
Dance, 82
Dance, programs and activities, 54
Dean of Students Office, 49
Dean's List, 30
Deferred Admission, 35
Degree Programs, 196
Degree, Time for Completion of, 16
Degrees, conferral of, 19
Departmental Honors, 30
Deposits, 38
Digital Arts, 83
Dining Halls, 45
Disability Services, 49
Disciplinary Suspension, 28
Diversity and Accessibility, 49
Diversity and Social Justice Project, 8
Double Concentration, 16

E

Early Admission, 35
Early Assurance Program in Medicine, 14-15
Early Decision, 35
East Asian Languages and Literature 84-85
Economics 86-87
Education, preparation for careers in, 33
Education Studies 88
Elihu Root House, 47-48
Emerson Gallery, 54
Employment, student, 43, 158
Engineering, preparation for careers in, 33 (*see also Cooperative Engineering Program*, p. 14)
English 89-91

English for Speakers of Other Languages, 18, 92
Enrollment Statistics, 195
Environmental Science, MBL semester in, 15
Environmental Studies, 93
Examinations, rules for, 23
Excuse of Illness, 23
Expulsion, academic, 24

F

Facilities and Buildings, 44-48
Faculty, 164-184
Failure in a Course, 21
Family Educational Rights and Privacy Act, 197-198
Family Education Loan Program, 158-159
Federal and State Assistance Programs, 158-161
Federal and State Awards, 158-161
Fees, 38-40
Fellowship Program, Senior, 11
Fellowships, 31, 148-149
Financial Aid, 41-43
Foreign Languages, concentration in, 94
Foreign Students, applications from, 36
France, Junior Year in, 12, 95-96
French 95-96

G

Geoarchaeology, 97
Geosciences, 98
German (*see German and Russian Languages and Literatures*, p. 99)
German and Russian Languages and Literatures, 100
German Studies, 100
Glen House, 45
Government, 101-102
Government Service, preparation for careers in, 33
Grades, 21-22
Grades of Incomplete and Grade Changes, 21
Graduate Study, preparation for, 32
Grants, federal and state, 43
Greece, Classical Studies, Abroad, 12
Greek, (*see Classics*, pp. 75-76)
Group Accident Insurance, 39
Guarantee Deposit, 38

H

Hamilton Horizons Program, 37
Hamilton Opportunity Programs 36
Health Center, 45
Health Insurance, 39
Health Professions, preparation for careers in, 33
Health Services, 51
Hebrew (*see Critical Languages*, p. 81)
Higher Education Opportunity Program, 36, 161
Hispanic Studies, 103-104
History, 105
History of Art, (*see Art History*, p. 69)

History of the College, 3-4
Home-Schooled Students, 36
Honor Code, 19
Honors, 30-31
Horizons Program, 37
Housing Lottery, 29

I

Illness, excuse of, 23
Incomplete, grades of, 21
Independent Coverage of Coursework, 20
Independent Study, 19
India Program, 12
Information Commons, 8
Information Technology Services, 8
Institute of Antarctic and Southern Ocean Studies, 12
Insurance, group accident, 39
Insurance, health, 39
Intercollegiate Athletics, 60
Interdisciplinary Concentration, 16-17
International Students, 36, 50
Internships, 19, 149-150
Interview, admission, 34
Intramural Activities, 60
Italian (*see Critical Languages, p. 81*)

J

Japanese (*see East Asian Languages and Literature, pp. 84-85*)
Johnson Hall, Christian A., 46
Judicial Affairs, 49-50
Junior Year in France Program, 11, 95-96

K

Kirkland Cottage, 46
Kirner-Johnson Buildings, 46

L

Lambda Pi Eta, 31
Language Center, 9
Latin (*see Classics, pp. 75-76*)
Latin American Studies, 106
Law, preparation for careers in, 33
Law Program, Cooperative, 14
Learning Disabilities, 49
Leaves of Absence, 27-28
Lectures and Performances, 56-58
Levitt Public Affairs Center, 9
Library, 8, 46
List Art Center, 46
Little Pub, 46
Loans, 42-43, 158-159
Lottery, housing, 29

M

Maintenance & Operations Staff, 185-194
Mathematics, 107
MBL Semester in Environmental Science, 15
McEwen Hall, 46

Meal Plan Placement, 29
Medical Leave of Absence, 28
Medical Services, 39
Medicine, Early Assurance Program in, 14-15
Medicine, preparation for careers in, 33
Medieval and Renaissance Studies, 108
Memorial Scholarships, 160
Minor, requirements for, 17
Minors, list of, 10
Minor Theater, 47
Molecular Biology/Biochemistry 71
Molly Root House, 48
Multimedia Presentation Center, 8
Music, 109
Music Fees, 39
Music, programs and activities, 54-55

N

Native Americans, aid to, 159-160
Nesbitt-Johnston Writing Center, 9
Neuroscience, 110
New England Center for Children Program, 13, 115
New York City, Hamilton Program in, 13
New York Lottery Leaders of Tomorrow Scholarship, 160
NYS Scholarship for Academic Excellence, 160

O

Observatory, 47
Off-Campus Programs Abroad Fee, 39-40
Officers, Administration, Staff and Maintenance & Operations, 185-194
Omicron Delta Epsilon, 31
Opportunity Programs, 36
Oral Communication Center, 9
Oral Communication, 111
Oral Communication, standards for, 18
Outdoor Leadership, 51
Overelection Fee, 38

P

Payment of Bills, 40
Peer Tutoring Program, 9
Pell Grants, 158
Performances and Lectures, 56-58
Performing Arts, 55-56
Perkins Loans, 158
Permanent Record, 24
Personal Leave of Absence, 28
Phi Alpha Theta, 31
Phi Beta Kappa, 30
Philip Spencer House, 48
Philosophy, 112
Phi Sigma Iota, 31
Physical Education 113
Physical Education Requirement, 19
Physics, 114
Pi Sigma Alpha, 31
PLUS Loans, 159

Postgraduate Planning, 32-33
Preregistration, 29
Prizes, 31, 150-157
Prize Scholarships, 31, 41, 144-148
Probation, academic, 23-24
Proseminar Program, 5
Psi Chi, 31
Psychological Leave of Absence, 28
Psychology, 115
Public Affairs Center, Arthur Levitt, 9
Public Policy, 116
Public Speaking Prizes, 155

Q

Quantitative Literacy Center, 9-10
Quantitative Literacy Requirement, 5
Quantitative Work, Standards for, 18

R

Readmission, 28, 29
Records, student, 24, 29
Registration Deposit, 38
Religious Studies, 117
Residence Halls, 47
Residence Requirements, 16
Residential Life, 51-51
Rome, Classical Studies Abroad, 12
Room and Board Charges, 38-39
Root Hall, 47
Root House, Elihu, 47-48
Root House, Molly, 48
Russian, (*see Russian Studies, p. 118*)
Russian Studies 118
Russian Undergraduate Program, American
Council of Teachers of, 13

S

Schambach Center, 48
Scholarships, general, special and prize, 31, 41,
123-157
Science Center, 48
Science, graduate study in, 32
SEA Education Association, 15
Senior Fellowship Program, 11
Senior Program, 10, 17
Services for Students with Disabilities, (*see
Diversity and Accessibility, p. 49*)
Sigma Xi, 30-31
Siuda House, 48
Sociology, 119
Spain, Academic Year in, 11, 104
Spencer House, Philip, 48
Staff Members, 185-194
Stafford Loans, 159
Standards for Oral Communication, 18
Standards for Quantitative Work, 18
Standards for Written Work, 17
Standing, Academic, 23-24
State Awards, 43, 159-161
Status, Class, 23

Student Activities, 52
Student Activities Fee, 39
Student Employment, 43, 159
Student Life, 49-53
Student Records, 24,29
Student Services, 49-53
Studio Art, (*see Art, p. 68*)
Study at Neighboring Institutions, 15
Study Abroad Programs, 11-12
Study Away, 11-15, 24-26, 50
Study in a Foreign Country, 26-27
Supplemental Educational Opportunity Grants,
158
Support Services and Programs, Academic, 8-10
Suspension, academic, 24, 28
Suspension, disciplinary, 28
Suspension, Withdrawal and Readmission, 28-29
Swahili, courses in (*see Critical Languages, p. 81*)
Swedish Program at Stockholm University, 12

T

Teaching, New England Center for Children
Program, 13, 115
Teaching, preparation for careers in, 13, 32
Theatre 120
Theatre, programs and activities, 55
Time for Completion of Degree Requirements,
16
Tolles Pavillion, 48
Transcript Fee, 38
Transfer from Other Colleges, 27, 36
Transfer of Credit for Study Away, 24-27
Transfer Students, evaluation of credit for, 27
Trustees, Board of, 162-163
Tuition and Fees, 38-40
Tuition Assistance Program, 160

U

U.S. Bureau of Indian Affairs Aid, 159

V

Veterans Administration Educational Benefits,
159
Veterans, Awards for children of, 160

W

Warnings, academic, 23
Washington, Program in, 7, 30, 61, 102
Withdrawal, 28, 29
Women's Studies 121
Work-Study Program, 43
World Politics, concentration in, (*see
Government, p. 101*)
World Trade Center Memorial Scholarship, 161
Writing Center, Nesbitt-Johnston, 9
Writing 122
Writing Prizes, 155-157
Writing Program, 5, 17
Written Work, Standards for, 17

Hamilton College is a coeducational, residential, liberal arts college whose members value and seek intellectual and cultural diversity. The College encourages respect for political, religious, ethnic, racial, physical, generational, intellectual, sexual and affectional differences. Such respect promotes free and open inquiry, independent thought and mutual understanding.

The College complies with all relevant state and federal laws on non-discrimination. The Executive Assistant to the President, Hamilton College, Clinton, NY, 13323 (315-859-4106), is responsible for coordinating College compliance with Title IX of the Education Amendment of 1972 and for procedures for addressing harassment on the basis of gender, race, sexual/affectional orientation, disability, ethnic origin and religion.

The compliance officer for the Americans with Disabilities Act (ADA) and section 504 of the Rehabilitation Act coordinates the College's efforts to comply with those laws.

Hamilton College is fully accredited by the Middle States Association of Colleges and Schools.

Hamilton College
198 College Hill Road
Clinton, New York 13323
(315) 859-4011