of literary history, or focus on one particular era. Field of study concentrations in creative writing, film studies or theory are options for students with particular interest in those areas.

The comparative literature major is an interdisciplinary program coordinated by faculty from several different departments.

This major allows students to study the international aspects of literature. English courses that count toward the comparative literature major or minor have a “c” following the course number (e.g., 228c).

A fuller description of the program appears in this Catalogue under the comparative literature program.

To count toward an English major or minor, departmental and cognate courses must be passed with a C- or better.

Creative writing workshops may be taken for credit a second time with the permission of the instructor.

The English department also participates in the theatre program described in the theatre listing in this Catalogue.

REQUIREMENTS FOR THE ENGLISH MAJOR (B.A.)
disciplinary, 11 courses
ENG 101; six English core courses, at least one of which must focus on a period before 1800; and four additional English courses numbered 175 or above. Up to two literature courses taught outside the department may count toward the major with the consent of the department chair. Students interested in majoring in English should contact a department faculty member to discuss possible areas of concentration or alternative courses to those within the department.

REQUIREMENTS FOR THE ENGLISH MINOR
disciplinary, 5 courses
ENG 101, and at least two core courses numbered 175 or above. ENG 101 should be taken before the others, preferably in the first or second year. One literature course taught outside the department may count toward the minor with the consent of the department chair.

COURSE CONCENTRATIONS
Introductory Course
ENG 101 Literary Consciousness
Note: Students who have received a 4 or 5 on the English AP exam, or who have transferred in credit for an introductory literature course from another college, are advised not to take English 101, but to enroll in a higher-numbered course (ENG 176-299). Those choosing to major or minor in English may substitute their AP or equivalent course for the English 101 requirement.

Course for Non-majors
ENG 165 Shakespeare for Non-majors

Creative Writing Courses
ENG 260 Creative Writing
ENG 305 Poetry Workshop
ENG 307 Playwriting Workshop
ENG 308 Screenwriting
ENG 309 Fiction Workshop
ENG 310 Creative Non-Fiction Workshop

Core Literature and Criticism Theory Courses
ENG 202 Modern Short Story
ENG 207 American Literature to Melville
ENG 208 American Literature from Crane
ENG 210 Modernist American Poetry
ENG 216 Literature of the Gilded Age
ENG 217 Chaucer
ENG 223 Environmental Literature
ENG 225 Shakespeare: Histories and Comedies
ENG 226 Shakespeare: Tragedies
ENG 228 Comparative Medieval Literature
ENG 236 Post-Apocalyptic Literature
ENG 238 Flexing Sex
ENG 239 Popular Fiction
ENG 240 18th-Century Literature and Art
ENG 246 Globalism and Literature
ENG 249 18th-Century Novel
ENG 250 English Romantic Poets
ENG 255 Victorian Literature
ENG 256 The Gothic Novel
ENG 257 Dickens and His World
ENG 258 19th-Century English Novel
ENG 261 Literature of Decadence
ENG 262 Irish Literary Renaissance
ENG 264 Post World War II American Poetry
ENG 278 Introduction to Dramatic Literature
ENG 281 Literature of Sexual Minorities
ENG 284 Comic Agony
ENG 285 Three English Novelists
ENG 290 African-American Autobiography
ENG 291 Introduction to African-American Literature I
ENG 292 Introduction to African-American Literature II
ENG 300 Literary Theory Since Plato
ENG 302 Post-Structuralist Literary Theory
ENG 304 Feminist Literary Theory
ENG 312 Psychoanalysis and Literature
ENG 318 Body, Memory, and Representation
ENG 322 Renaissance Imagination
ENG 327 The Lyric
ENG 334 The Epic
ENG 337 James Joyce’s Ulysses
ENG 338 Poe, Dickinson and Frost
ENG 339 The American Tale
ENG 342 Readings in Multi-Ethnic Women’s Literature
ENG 343 After Huck Finn: Literature of Initiation
ENG 354 Forms of Memoir
ENG 356 Nabokov, Borges, Calvino
ENG 360 20th-Century Central European Fiction
ENG 361 Sexuality and American Literature
ENG 389 Shakespeare’s Language
ENG 394 Story and History
ENG 399 Milton

Core Theatre Courses
ENG 178 Acting I
ENG 275 Acting II
ENG 307 Playwriting Workshop

Core Film Courses
ENG 176 Film Analysis I
ENG 229 Television Histories, Television Narratives
ENG 230 Film Analysis II
ENG 233 The Art of the Screenplay
ENG 287 Film Histories I
ENG 288 Film Histories II
ENG 289 Film Histories III
ENG 368 Film and Ideology
ENG 370 Hollywood on Hollywood
ENG 375 Science Fiction Film
ENG 376 New Waves

Literary Courses Outside the Department
AMST 100 History and Forms of American Culture
AMST 101 American I, Eye, Aye
AMST 201 American Attitudes toward Nature

ASN 210 Buddhism and Taoism through Chinese Literature
ASN 342 Chinese Cinema: Gender, Politics, and Social Change in Contemporary China
CLAS 108 Greek Tragedy
CLAS 112 Classical Myths
CLAS 213 Ancient Comedy
FRNE 341 Boulevard Saint-Germain
RUSE 350 Survey of 19th-Century Russian Literature
RUSE 351 Other Voices in 20th-Century Russian Literature: Women Writers
WRRH 250 Talk and Text: Introduction to Discourse Analysis
WRRH 310 Power and Persuasion: Readings in Rhetoric, Ancient to Medieval
WRRH 312 Power and Persuasion: Readings in Rhetoric, Renaissance to Modern
WRRH 322 Adolescent Literature
WRRH 420 Writers Guild

Comparative Literature Courses
ENG 228 Comparative Medieval Literature
ENG 236 Post-Apocalyptic Literature
ENG 240 18th-Century Literature and Art
ENG 287 Film Histories I
ENG 288 Film Histories II
ENG 300 Literary Theory Since Plato
ENG 302 Post-Structuralist Literary Theory
ENG 304 Feminist Literary Theory
ENG 312 Psychoanalysis and Literature
ENG 322 Renaissance Imagination II
ENG 356 Nabokov, Borges, Calvino
ENG 360 20th-Century Central European Fiction
ENG 376 New Waves

COURSE DESCRIPTIONS

101 Literary Consciousness An introduction to the study of literature and narrative form, this course is devoted to detailed readings of a variety of literary works from diverse cultures, periods, and genres. The course investigates questions of framing, point of view and narrative form, and the relationship of rhetorical forms, prosody, tropes, and figures of speech to their historical and cultural contexts. (Offered each semester)

Typical readings: selected 16th-20th century poetry; Homer’s Odyssey; Shakespeare; selected novels and short fiction; the work of a living poet and/or novelist

165 Shakespeare for Non-Majors General introduction for the non-specialist reader to the dramatist and poet. Historical and intellectual backgrounds, as well as biographical informa-
tion, provide a setting in which to sample representative works from the genres that Shakespeare mastered: comedy, history play, tragedy, romance, narrative poem, and sonnet. In focusing on the linguistic medium of Shakespeare's art, the course raises questions about how such abstract and mysterious things as personality, emotion, character development, and the intricacies of human relationships are given concrete and dramatic expression on the page. The course is aimed at the appreciation of what language is capable of in the hands of its most sophisticated artist. (Cummins, offered occasionally)

Typical readings: from The Riverside Shakespeare: As You Like It, Henry IV, Part I, Hamlet, The Tempest, Venus and Adonis, and selected sonnets

176 Film Analysis I This course focuses on specific aspects of the filmic system and how they work. Attention is paid to detailed analyses of images and sounds and their dynamic relation to the film's narrative. The goal of the course is a keener understanding not only of the world of film, but of the increasingly visual world in which we live. The primary emphasis is on what is called the Classical Hollywood Model, the dominant (culturally, economically, ideologically) mode of filmmaking in the world today (although not the only mode). As such it is crucial for students of film and, arguably, for us all to be actively aware of its structures and assumptions. Open to first-year students only. (Lyon, Fall, offered annually)

178 Acting I This course is designed to introduce the beginning student to the craft of acting through the use of improvisation, theatre games, and acting exercises. Actor training focuses on and makes use of individual and group exercises that challenge both the mind and the body. Emphasis is placed on developing concentration and focus, the use of the imagination, sensory awareness, and verbal and physical improvisational skills. Exercises are designed to encourage the acting student to listen to his or her impulses and to respond to them within the context of an imaginary circumstance. Students also learn to work off of a partner in order to discover their own true and authentic responses to another person. This course is a prerequisite for Acting II. (Staff, offered each semester)

202 Modern Short Story This course includes formal analysis and explication of selected stories by masters of the genre, with some attention to its history and development. (Crenner, offered alternate years)

Typical readings: selected readings from Hemingway, Fitzgerald, O'Connor, O'Hara, Salinger, Malamud, Yates, Barthelme, and some contemporaries

207 American Literature to Melville A study of the major American transcendentalists, this course considers literary works in terms of their textual qualities and in terms of the social contexts that produced them. Not open to first-year students. (Patterson, offered alternate years)

Typical readings: Emerson, Whitman, Thoreaus, Melville, Hawthorne, Dickinson

208 American Literature from Crane This course surveys American literature written from the turn of the century through the first three decades of the 20th century. It examines the works as responses to America's movement toward modernization and focuses on how gender, class, ethnicity, and race inform these novels. Not open to first-year students. (Quinby, Crenner, Spring, offered annually)

Typical readings: Crane, Wharton, Yezierska, Hemingway, Fitzgerald, Faulkner, Hurston

210 Modernist American Poetry This course is a study of selected major early 20th-century figures, including Mina Loy, T.S. Eliot, Hilda Doolittle, Wallace Stevens, and William Carlos Williams. (Crenner, Spring, offered alternate years)

Typical readings: selected poetry and prose-on-poetry of Eliot, Pound, H.D., Williams, Stevens, Moore, Cummings, Jeffers, Crane

216 Literature of the Gilded Age This course examines American novels, short stories, and poetry from the period between the Civil War and first World War, looking particularly at responses to industrialization, social class, and gender and race relations. (Patterson, offered alternate years)

Typical readings: Twain, James, Wharton, Crane, London, Dreiser

217 Chaucer Chaucer composed his poetry in the context of peasant risings, religious heresy, English imperialism, and the aftermath of the Black Death. Focusing primarily on The Canterbury Tales, this course investigates issues surrounding the authorship, language, audience, and ideologies of Chaucer's work within the larger cultural, social, and political context of late medieval England. Readings may also include Troilus and Criseyde, The Legend of Good Women, and some of Chaucer's short poems. (Erussard, offered alternate years)

223 Environmental Literature In this course students read essays and poems by contemporary American nature writers who concern them-
228c Comparative Medieval Literature This course surveys some of the major forms of medieval literature—the epic, the romance, and the fable—and attempts to relate these works to the earlier classical tradition. In addition, it attempts to make both cross-cultural connections and connections with the social, historical, and philosophical levels of medieval culture. (Erussard, offered alternate years)

Typical readings: Boccaccio; the Chanson de Roland; the Provencal poets; Gottfried, Tristan, The Cid; Wolfram, Parzifal; the criticism of Auerbach, Curtius, and Spitzer

229 Television Histories, Television Narratives This course is a short history of television narrative: the development of family dramas and their relation to post-war shifts in the domestic space of the family; the relation between programs and advertising; daytime vs. primetime programming; and the appeal to or avoidance of issues of sexual difference, class, and race. (Lyon, offered occasionally)

Typical readings: Barnouw, Tube of Plenty; Ang, Watching Dallas; Spigel and Mann, eds., Television and Domestic Space; assorted articles

230 Film Analysis II This course focuses on specific aspects of the filmic system and how they work. Attention is paid to detailed analyses of images and sounds and their dynamic relation to the film's narrative. The goal of the course is to foster understanding not only of the world of film, but of the increasingly visual world in which we live. The primary emphasis is on what is called the Classical Hollywood Model, the dominant (culturally, economically, ideologically) mode of filmmaking in the world today (although not the only mode). As such it is crucial for students of film and, arguably, for us all to be actively aware of its structures and assumptions.

233 The Art of the Screenplay Screenplays are the blueprints of movies. In this course students read screenplays and study the films that have been made from them. Special attention is paid to such elements as story, structure, character development, and to the figurative techniques for turning written text into moving image. Prerequisites: ENG 101 (Holly, offered annually)

Screenings may include: Casablanca; Planes, Trains, and Automobiles; Witness; Rain Man; Pulp Fiction; and the screenplay of a film to be released during the term of the course

236c Post-Apocalyptic Literature This course explores literature that imagines societal and individual life in the aftermath of near-terminal and apocalyptic events. It considers biblical, post-nuclear, post-holocaust, and culture-destroying experiences and responses to them: despair, recovery, redemption, regeneration, and continuance, and the ways they are figured in a variety of comparative literatures. (Weiss, offered alternate years)

Typical readings: Silko, Ceremony; Grossman, See Under: Love; Milosz, The World; Dostoevsky, Dream of a Ridiculous Man; Levi, The Drowned and the Saved; Hoban, Riddley Walker; Matthiessen, Far Tortuga
238 Flexing Sex: Crossing the Gender Divide in Contemporary Literature The question of whether an author’s gender defines his or her voice continues to be a hotly contested debate in contemporary letters. Computer programs exist which claim to be able to identify an author’s sex based on his or her writing style. Writers are lauded—or challenged—based on their abilities to write from the perspective of another sex. In this course, students explore this issue through a series of theoretical and literary readings by authors who challenge prevailing notions of gendered authorship. Texts may include works by authors such as Jonathan Franzen, Wally Lamb, Ann Carson, Jeffrey Eugenides, Rose Tremain and Jane Smiley. Students complete a series of analytical and creative writing assignments which respond to these works. (Conroy-Goldman, Spring, offered every three years)

239 Popular Fiction: The Fifties This course addresses popular fiction, popular culture, and popular memory of post-World War II America. In popular memory, The Fifties are often cast either as the “golden age” of nuclear families, domestic bliss and affluence, or as the “dark ages” of sexual and political repression, conformity and hyper-consumerism before the “enlightenment” of the Sixties. Students read popular fiction of the era, including WWII novels, noir/detective novels, romance novels, and gay and lesbian “pulp” fiction. The course incorporates the fiction with a range of primary and secondary postwar texts in order to illuminate postwar anxieties around war/violence, gender/sexuality, class/conformity, and race/ethnicity. (Creadick, Spring, offered alternate years)

Typical readings: Peyton Place; I, The Jury; The Girls in 3-B; The Man in the Gray Flannel Suit; No-No Boy; Pocho; On the Road; The Catcher in the Rye

240c Style and Structure in 18th-Century Literature and Art This course offers a topology of desire in the 18th century as it manifests itself in literary, architectural, and graphic productions. This course pays special attention to fantasies of power; architectural fantasies and imaginary landscapes; the oppositions of Gothicism and Classicism; the garden and the city; the sublime and the beautiful; and the relationship of the teleology of desire to narrative form. (Holly, offered alternate years)

Typical readings: Price, Restoration and Eighteenth Century Literature; Austin, Northanger Abbey; Piranesi, The Prisons; Diderot, Rameau’s Nephew; Blake, Marriage of Heaven and Hell

246 Globalism and Literature Globalism as a contemporary phenomenon seems to be in the ascendency. It is, among other things, an economic, cultural, technological, and demographic phenomenon. Students examine globalism and its related metaphors of hybridity, cosmopolitanism, migrancy, exile, and so on against nationalism and its privileged metaphors of rootedness and identity. If the production of a national subject is no longer the purpose of “discipline,” what does it mean to produce a transnational subject? These are some of the concerns of the fiction students read for this course. Prerequisite: ENG 101. (Basu, offered annually)

249 The 18th-Century Novel This course is designed to be a survey of significant themes and techniques in the novels of the period, with some attention paid to continental influences and development and metamorphoses of 18th-century themes in the novels of the 19th and 20th centuries. Special attention is given to novels by and about women. (Holly, offered alternate years)

Typical readings: Defoe, Moll Flanders; Richardson, Pamela or Clarissa; Fielding, Joseph Andrews, Shamela; Rousseau, La Nouvelle Heloise; Laclos, Les Liaisons Dangereuses; Marquis de Sade, Justine; Cleland, Fanny Hill; Austin, Emma

250 English Romanticism That nature in the wild is beautiful is a Romantic discovery. Mountains were thought ugly in the West until the Romantic movement saw their sublimity. The Romantic movement revolutionized almost every aspect of human life, including noticing nature. The place in the world of human beings was put into question. Romanticism is anti-authoritarian, perhaps the world’s first and unfinished, world-wide movement against systematization, against normalization. Sometimes people without imagination mistake rules for order. The romantic movement saw that order more often meant suppression, repression, oppression. (Offered every three years)

Typical readings: selected readings in Blake, Coleridge, Wordsworth, Keats, Shelley

251 Medieval Drama This course offers a panorama of Medieval dramatic genres. It surveys works from the 10th to the 15th centuries. The stylistic diversity includes the sadomasochistic plays of the Saxon canons of Hrotsvit of Gandersheim, the proto-opera form of Hildegard of Bingan, some English mystery plays from different cycles and a selection of French sexual farce. The study is based on both historicist and formalist critical analysis and on occasional classroom performance. (Erussard, offered alternate years)

255 Victorian Literature This course investigates origins of the modern world view as anticipated and expressed in 19th-century English literature: the breakdown of traditional religious beliefs; the alienation and isolation of the individual; changing attitudes toward nature; the loss of communication; the role of education;
and the affirmation of art. (Offered alternate years)

Typical readings: an anthology of Victorian literature; novels by Austen, C. Brontë, Eliot, Dickens, Hardy; essays by Carlyle, Arnold, Ruskin, Newman, Pater

256 The Gothic Novel This course traces the rise and development of the gothic novel from its beginnings to the present. The gothic novel has proved to be a peculiarly attractive genre to the eccentric, the exiled, and the oppressed. By means of the gothic novel, many women writers first became famous; many socially disaffected individuals became notorious. Since the authors of gothic novels number among minorities, social outcasts, and social prisoners, it is curious that the literature has found so wide a reading audience. The course considers such questions as probable reasons for the popularity of the gothic, the usefulness of psychoanalytic and feminist criticism in interpreting gothic texts, and the influence of sado-masochism and of theories of the sublime on the development of the genre. Prerequisite: ENG 101. Crosslisted with women’s studies. (Offered every three years)

Typical readings: Walpole, The Castle of Otranto; Shelley, Frankenstein; Stoker, Dracula; C. Brontë, Jane Eyre; E. Brontë, Wuthering Heights; Rhyys, Wide Sargasso Sea; Poe, The Narrative of Arthur Gordon Pym; Doyle, The Parasite

257 Dickens and His World Some of the bitterest struggles of the Victorian era were between personal sensibilities and mass production, between the dreamer and artist and the pragmatist, between aesthetic as revolutionary and the common consumer. Such figures as Charles Dickens, John Ruskin, Robert Browning, William Morris, and Oscar Wilde are studied, for each was concerned with the cost to human beings of a dehumanizing education in dehumanizing environments, yet each met the issues in a different way. (Offered every three years)

Typical readings: Charles Dickens, Hard Times, Our Mutual Friend; selections from Browning; selections from The Genius of John Ruskin; a study of William Morris as a craftsman; selections from Hopes and Fears for Art

258 The 19th-Century Novel Students read and discuss selected British examples from this second great century of the novel in English. A major focus of the course is women, both as key contributors to the novel’s evolution and as central characters in the texts. (Offered alternate years)

Typical readings: Austin, Mansfield Park; C. Brontë, Jane Eyre; E. Brontë, Wuthering Heights; Eliot, Middlemarch; Hardy, The Return of the Native; Meredith, The Egoist

260 Creative Writing This course offers introductory techniques in the writing of both fiction and poetry. The workshop format emphasizes group discussion of the writings of class members. Some exercises are assigned, some individual invention is expected. Readings of modern authors supplement discussions of form and technique. This course is normally required as a prerequisite for fiction and poetry workshops. Prerequisite: ENO 101. (Crenner, Weiss, Conroy-Goldman, Staff, offered each semester)

Typical readings: short stories and poems by a wide variety of modern writers

261 The Literature of Decadence This course offers an exploration of the phenomenon of decadence in its literary aspect: the pursuit of heightened experience, sensory or imaginative, in the face of social and ethical constraints. (O’Connell, offered occasionally)

Typical readings: Huysmans, Against the Grain; Stevens, Poems; Cavafy, Poems; Camus, The Fall; Mann, Death in Venice

262 The Irish Literary Renaissance This course reviews the literature of modern Ireland in its cultural, historical, and political context. Open to English majors; others by permission. (O’Connell, Spring, offered alternate years)

Typical readings: Yeats, Poems; Joyce, A Portrait of the Artist; Heaney, Field Work; Beckett, Murphy

264 Post WWII American Poetry An introduction to contemporary American poetry, this course emphasizes both the close reading of poems and the placing of recent American poetry within its social and literary contexts. Prerequisite: ENG 101 or permission of the instructor. Crosslisted with women’s studies. (Tall, offered alternate years)

Typical readings: Roethke, Lowell, Wright, Plath, Rich, Hass, Glück, Graham, Dove

270 American Drama The history of dramatic literature and theatrical performance from the early 20th century, with the plays of Rachel Crothers, Eugene O’Neill and Susan Glaspell, to the present, with the theatrical experiments of the Ontological-Hysteric Theatre and the Wooster Group. The course traces the development of dramatic forms, theatrical organizations, and changing styles in directing, acting and design. (Gross, offered every three years)

275 Theatre Technique: Acting II A continuation of the skills discovered in Acting I, this course is designed to deepen the student’s understanding of the craft of acting through the use of structured improvisations, acting exercises, and scene work. Actor training focuses on and makes use of individual and group exercises that
can be applied to the use of a text. The acting student goes further into his or her explorations of the emotional life, learns how to create a basic who/what/where scene using a text, learns about the importance of cause and effect sequencing, and works on mastering the skill of working off of a partner as well as listening and responding truthfully on the impulse even when the text is previously supplied. The acting student also learns about the basic function of rehearsal and how to research a role. (Staff, Fall, offered alternate years)

278 Introduction to Dramatic Literature How is reading a play different from reading other forms of literature? How do the realities of theatrical production challenge us to think about reading and interpretation differently? Readings will range widely, from Asian to European, “classic” to contemporary. (Staff, offered alternate years)

281 Literature of Sexual Minorities In a homophobic society that discourages the political organization of sexual minorities by subjecting them to discrimination and violence, one of the few ways in which lesbian and gay people have been able to articulate a consciousness of their identity has been through the publication of works of fiction, although until the 1940s even this mode of expression often was legally suppressed. In this course students read and discuss eight novels that played pivotal roles in the development of a sense of identity and political purpose among gay and lesbian people and which thus helped to define the lesbian and gay communities and movements of today. (Patterson, offered alternate years)

Typical readings: Hall, The Well of Loneliness; Vidal, The City and The Pillar; Baldwin, Giovanni’s Room; Bannon, I Am A Woman; Brown, Rubyfruit Jungle; Forster, Maurice

284 Comic Agony In the literary sub-genre known as black humor, comedy and cruelty are often fused with disturbing results. This course considers Freud's thesis that all humor is based on an implicit threat of violence or obscenity. It also considers the extent to which black humor is peculiarly modern and/or American. (Crenner, offered occasionally)

Typical readings: Freud, Wit and its Relations to the Unconscious; Bergson, Laughter; West, Miss Lonelyhearts; Nabokov, Laughter in the Dark; Southern, The Magic Christian

285 Three English Novelists In this course’s close reading of three of the major novelists of the British tradition—Virginia Woolf, Joseph Conrad, and D.H. Lawrence—attention is given to the connections with literary modernism in England, as well as social and historical questions of class and gender. (O’Connell, offered alternate years)

Typical readings: Woolf, To the Lighthouse; Mrs. Dalloway; The Waves; Conrad, Lord Jim, Nostromo; Lawrence, Sons and Lovers, The Rainbow, Lady Chatterly’s Lover; Conrad, Heart of Darkness

287c, 288c, 289 Film Histories I, II, III This series of courses is conceived as a modular film histories group aimed at giving students a background in a specific historical period and/or preparation for more specialized work in a specific area of film history. Each year one module is offered, usually during the fall semester. Since it is not possible to cover all of world cinema during any of these historical periods in a single term, a selection is made to emphasize specific themes or historical events. The historical periods break down approximately as follows:

(287c) Film Histories I (1895-1935) The development of film style from the origins of cinema through the early years of the transition to sound technology. (Lyon)

(288c) Film Histories II (1930-1950) may include a study of the Hollywood studio system, European and American pre-World War II and wartime cinemas (including French films of the Occupation and Italian neo-realism) and postwar European and American cinemas. (Lyon)

(289) Film Histories III (1944-1980) A selection of films and topics from the post-World War II era through 1980. This course frequently examines postwar American film genres and their relation to the social, cultural, economic, ideological and technological context in which they were produced. (Lyon)

290 African-American Autobiography This course examines the place and importance of autobiography in African-American writing. Students read actual and fictional autobiographies and consider the history of autobiography (post-slave narratives) and the purposes to which it has been put to use. (Part of a series on African literature.) (Busu, Spring, offered alternate years)

291 Introduction to African American Literature This course concentrates on African American narratives of the 20th century, from the Harlem Renaissance through the “protest” novel and black nationalism to black women writers. Students focus on a central concern of the African American traditions, the tension between the political and the aesthetic. Students pay attention to both the aesthetic properties of the literary text and to its political dimensions. In addition to the concerns with race, class, gender, and sexuality, students examine the intricate set of intertextual relations between different writers which constitute the tradition of African American writing. (Busu, offered annually)

Typical readings: Hurston, Their Eyes Were Watching God; Larsen, Passing; Himes, If He Hollers Let Him Go; Wright, Black Boy; Petry, The Street; Marshall, Brown Girl, Brownstones; Morrison, Sula
292 Introduction to African-American Literature II This course looks at past enslavement writings by African Americans from DuBois to James Weldon Johnson and Nella Larson. (A series of three or four courses constitute the Introduction to African-American literature). (Basu, Fall, offered alternate years)

300c Literary Theory Since Plato This course offers a survey and analysis of major trends in the understanding of literature from Plato to the present. (Holly, offered occasionally)

301 Modernism and Postmodernism The beginning of a new century, the 21st, marks a broad-scale shift in our conception of the written word, in literary and paraliterary texts. The traditional literary categories—Realism, Naturalism, etc.—have fallen into disrepute, to be replaced by postmodern concepts such as pastiche, quotation and appropriation. The line between literary and non-literary texts has been erased. This course investigates the influence of these new cultural conditions on the practice of producing what used to be called “literature.” (O’Connell, offered alternate years)


302c Post-Structuralist Literary Theory An examination of the techniques and significance of contemporary movements in criticism and literary theory, this course attempts to discover the world view implicit in these approaches by addressing such issues as the philosophical, political, and moral implications of contemporary theories of the text. The class chooses a target text (or texts) for practical criticism. (Holly, offered alternate years)

Typical readings: works by such authors as Derrida, Lacan, Barthes, Hartman, Bloom, Macherey, Deleuze, Eagleton, deMan, Girard, and Lyotard

304c Feminist Literary Theory This course is an introduction to feminist literary theories and critical practices. It focuses on such issues as female sexualization, representations of violence and madness, and subjectivity. Students are expected to apply feminist analyses to a variety of texts. (Quinby, offered occasionally)

305 Poetry Workshop For students highly motivated to write poetry, this course offers the opportunity to write both independently and in response to technical issues raised in class. Class time is divided between discussions of modern poetry (using an anthology and a collection of essays by contemporary poets) and workshops on student writing. Close reading and the revision process are emphasized. There are individual conferences, one critical paper, and, as a final project, a small collection of poems. Prerequisites: permission of the instructor is required based on a writing sample. ENG 260 is generally required. (Tall, Spring, offered alternate years)

307 Playwriting This course is designed to further the understanding of the craft of playwriting as it is first discovered in the playwriting process workshop. Students are encouraged to nurture the development of their skills through daily writing exercises, to develop a personal and consistent process for writing, to shake up any preconceived notions about playwriting, to explore a personal point of view or voice for their writing, to develop and sharpen their skills in analysis and critique, to test the flexibility of creative thought necessary for the crafting of dramatic literature, and to complete a short one-act play by the end of the semester. (Staff, offered alternate years)

308 Screenwriting This course offers a workshop in the fundamentals of writing the motion picture. Weekly writing assignments move students through a process of script development—from brainstorming and the movie in a paragraph to the treatment/outline, beat sheet, the creation of a scene, and the first act. Students share work and engage in a variety of exercises designed to help each tell his or her stories. Prerequisites: ENG 230 and/or ENG 233. (Holly, offered annually)

Typical readings: Egri, The Art of Dramatic Writing; Fields, Screenwriting; Goldman, Adventures in the Screen Trade; Mamet, On Directing Film; selected screenplays

309 Fiction Workshop An intensive workshop devoted to the creation and critiquing of student fiction, this course is suitable for students strongly committed to fiction writing. Students are expected to produce a portfolio of polished stories. Prerequisite: Permission of instructor, based on writing sample. ENG 260 is generally required. (Conroy-Goldman, Spring, offered annually)

310 Creative Nonfiction Workshop This is a writing course in creative nonfiction designed for English majors or others seriously interested in working to develop their own voices in the medium of the personal essay. Students read and discuss essays by major contemporary American essayists. They also read and discuss each others’ essays in a workshop with an eye toward revision. Participants should be prepared to write one essay a week. Prerequisite: permission of instructor, based on a writing sample. (Tall, Spring, offered annually)

Typical readings: Selections from Didion, Orwell, Dillard, Lopate, McPhee, Walker, Kingston, Kincaid, Sanders, and others
parallel to the origin, development and
The history of American independent film runs
320
Williams
Beloved
Styron,
Kingsley,
Conrad.
structure and intent as well as in dialogue with
Students read each fiction by the light of its own
western civilization itself are all subjects.
nature of the self, and the complex character of
identity, love, religion, freedom, justice, the
hundred years since it was written, Western
be evacuated of power relations. Taking slave
desire and the suggestion that desire itself cannot
examines the relationship between power and
desire and the suggestion that desire itself cannot
be evacuated of power relations. Taking slave
desires of the other, the course compares these
desires to contemporary gendered and sexual
normativity. (Staff, offered annually)
Typical readings: Douglass, Narrative of the Life;
Styron, The Confessions of Nat Turner; Morrison,
Beloved; Jones, Corregidora; Butler, Kindred;
Williams Dessa Rose
320 History of American Independent Film
The history of American independent film runs
parallel to the origin, development and
consolidation of the Hollywood study system in
the 1920s and 1930s through to the contempo-
rary “independent” production wings of major
studios, such as Miramax. This course traces this
history beginning with the marginalized cinema
of the 1930s B-movie studies and the “race cinema” of Oscar Micheaux. In the 1950s and
1960s, independent film was a powerful
challenge to the calcified studio system of the
postwar period, a prelude to the recent
transformation in studio production resulting
from the development of contemporary
independent cinema, showcases such as the
Sundance Film Festival, and the availability of
digital technology. (Lyon, offered occasionally)

317 Hearts of Darkness
This course explores the European encounter with the non-Western
world, in the encounter with that which is alien,
an exploration of Western culture and the
Western psyche takes place. Conrad’s Heart of
Darkness is the archetype of this encounter. In
the hundred years since it was written, Western
and non-Western writers have constructed
versions and counter-versions of it. Colonialism,
identity, love, religion, freedom, justice, the
nature of the self, and the complex character of
western civilization itself are all subjects.
 Students read each fiction by the light of its own
structure and intent as well as in dialogue with
Conrad.
Typical readings: Conrad, Heart of Darkness;
Kingley, Travels in West Africa; Greene, The
Quiet American; Matthiessen, At Play in the Fields
of the Lord; Saliek, A Season of Migration to the
North

318 Body, Memory, Representation
Black women writers have initiated an important line
of inquiry that is perhaps best represented by the
publication of several reconstructions of slavery
in fiction of slavery in fiction. In these texts,
black women writers represent the desires of
slaves, and, at a fundamental level, the course
examines the relationship between power and
desire and the suggestion that desire itself cannot
be evacuated of power relations. Taking slave
desires of the other, the course compares these
desires to contemporary gendered and sexual
normativity. (Staff, offered annually)
Typical readings: Douglass, Narrative of the Life;
Styron, The Confessions of Nat Turner; Morrison,
Beloved; Jones, Corregidora; Butler, Kindred;
Williams Dessa Rose

322c The Renaissance Imagination
This course offers a comparative introduction to four literary
masters of the Renaissance periods in Italy,
France, and Spain. Occasional lectures present
information on the historical, social, religious,
and literary backgrounds for each figure, as well
as introduce appropriate models of literary
criticism. Class discussion centers around analysis
of the comic and Menippian structures of the
four masterworks. By means of critical analysis,
discussion, and imitation, this course attempts to
define the engaging spirit of Renaissance literary
irony that pervades the selected works. Editorial
selections are made in most cases to allow for
significant acquaintance with each writer’s world
view in the short time available for each. A term
paper, creative criticism, and a final essay form
the basis of evaluation. (Cummins, offered
alternate years)
Typical readings: Ariosto, Orlando Furioso;
Rabelais, Gargantua and Pantagruel; Cervantes,
Don Quixote

327 The Lyric
This course is about ways of
defining, analyzing, thinking about, and
understanding one of the highest and most
concentrated forms of verbal—indeed, of any—
art. Students study a number of poetic types, as
well as great individual works, emphasizing
forms, themes, and traditions. (Weiss, offered
case occasionally)

337 James Joyce’s Ulysses
This course is an intensive examination of the central novel of
literary modernism. Enrollment is limited to 17
students; each student presents a single chapter
of the novel to the class. (O’Connell, offered
alternate years)

338 Poe, Dickinson, Frost
This course is a study of
three American originals, eccentricities who, though
wildly different from one another, reflect in common
some central aspects of the American psyche.
(Crenner, offered alternate years)
Typical readings: Poe, Eureka and other essays,
stories, and poems; Dickinson, complete poems
and selected letters; Frost, poems and essays

339 American Tale A study of selected short fiction by some of the major authors of 19th-century America, this course uses Northrop Frye’s distinction between the short realistic form he calls “story” and the short romance form he calls “tale” to illuminate readings of short fictions by Poe, Hawthorne, Stowe, Chopin, Wharton, James, and others. (Crenner, offered alternate years)

Typical readings: Poe, The Murders in the Rue Morgue; Hawthorne, The Minister’s Black Veil; Stowe, The Minister’s Housekeeper; Melville, Bartleby, the Scrivener; Twain, The Facts Concerning the Recent Carnival of Crime in Connecticut; James, The Turn of the Screw

342 Reading in Multi-Ethnic Women’s Literature
In this course, students read literature by women who are often classified as part of “minority” groups. They examine these visual and literary texts as they engage the problematics of exile, sexuality, language, place, and memory. They read texts by Asian, Black, Chicana, Indian, lesbian, bisexual, and heterosexual women writers. (Basu, offered annually)

Typical readings: Cherrie Moraga, Heroes and Saints; Sandra Cisneros, The House on Mango Street; Amy Tan, The Joy Luck Club; Sherley Anne Williams, Dessa Rose; Bharati Mukherjee, Middenman; Toni Morrison, Tar Baby; and others

343 After Huck Finn: The Literature of Initiation
This course focuses on literature that deals with coming of age and the getting of—if not wisdom—then at least a bracing dose of self-knowledge. (Offered occasionally)

Typical readings: Joyce, Portrait of the Artist; Robinson, Housekeeping; McDermot, That Night; Cisneros, House on Mango Street; McCabe, Butcher Boy; Moody, Ice Storm; Maxwell, So Long, See You Tomorrow; Kincaid, Annie John; Eugenides, Virgin Suicides; Johnson, Jesuï Son

354 Forms of Memoir
This course in 20th-century autobiographical prose explores both novelistic and factual memoirs. It compares the forms that literary memoir takes in several different cultures. The question of fiction vs. nonfiction is addressed, as well as the relationship of the author to the speaker of her/his book, and the ways in which the linear time of a lived life is transformed into literature. Students have the opportunity to write some memoiristic prose themselves in addition to critical papers. Crosslisted with women’s studies. (Tall, offered alternate years)

Typical readings: Gosse, McCarthy, Kingston, Kincaid, Goyen, Auster, Duras, Hoffman, Eggars

356c Nabokov, Borges, Calvino
In this close examination of the works of these three most important modern writers, special attention is paid to parallels between their works and movements in the visual arts, and to the implications of self-conscious narrative. (Holly, offered every three years)

360c 20th-Century Central European Fiction: from Kafka to Kundera
This course explores the modernist reinvention of the novel that occurred in those countries of Europe that until recently were part of the Soviet Bloc: Poland, Hungary, East Germany, Romania, Yugoslavia, and Czechoslovakia. The course begins with Franz Kafka and his harrowing dreams of the modern world, and the place of the individual in it, which anticipate many experiences of this century. The works read register the historical experiences of the first and second World Wars and of the totalitarian states that emerged after 1945. (Weiss, offered alternate years)

Typical readings: works of Franz Kafka, Bruno Schulz, I. Witkiewicz, Witold Gombrowicz, Robert Musil, Tadeusz Borowski, Milan Kundera

368 Film and Ideology
The subject of this course is a selection of mainstream studio and independent films which respond in some way to contemporary debates around political and social issues such as national identity, war, racism, sexism, class divisions, sexual identity, masculinity and femininity. Students study each film in narrative and visual detail in order to see how the film system can work not only to mask and naturalize ideological positions and assumptions but to dismantle them and make them visible. (Lyon, Spring, offered annually)

370 Hollywood on Hollywood
This course examines the various ways in which the Hollywood film industry reflects on and represents its own conditions of existence. Students view a variety of films from different genres and historical moments, each of which reflects in its own way on the aesthetic, ideological and economic aspects of film production, the star system and the relation between spectator and spectacle. (Lyon, offered alternate years)

375 Science Fiction Film
This course is a selective study of science fiction film, emphasizing American postwar science fiction and its complex and shifting relation to the cultural and historical context which produced it. Students consider individual films in visual and narrative detail as well as broader issues inherent in the genre of science fiction. Central to the study will be the ways in which the films visualize difference—sexual, racial, human/alien. Students also look at how science fiction films are shaped by the relation between technology and capitalism, not only on a thematic and narrative level but in the literal production of
the images and effects that fascinate us. (Lyon, offered alternate years)

376c New Waves The events of the late 1950s and '60s produced significant changes in film production and viewing around the world. Reacting against American imperialism and the economic and cultural control that the Hollywood film industry held over post-war film markets, many countries, including France, Japan, Germany, and Brazil, redefined their national cinemas in the direction of a politics of cinema where both film making and film viewing were conceived as radical political tools. (Lyon, offered occasionally)

381 Sexuality and American Literature This course focuses on the literary production of sexuality and subjectivity in America. It considers the works in light of Michel Foucault's theory of the deployment of sexuality and feminist discussions on the politics of sexuality, and looks at the relationships between sexuality, power, and resistance both within novels and within their respective cultural contexts. Crosslisted with women's studies and American studies. (Quinby, Mason, Spring, offered alternate years)

Typical readings: Foucault, The History of Sexuality; Hawthorne, The Scarlet Letter; Chopin, The Awakening; West, Miss Lonelyhearts; Morrison, Sula

385 History and Memory Using non-fiction and fiction films, this course examines the way different film and video practices reflect on and refract the film maker's relation to history and culture. Of particular interest is the role of the film or video diary, essay, memoir or autobiography in the representation of historical and cultural subjects, the intersections of history and memory, and the importance of subjectivity in non-fiction film. Students examine a range of film and video practices, from the early experimental or subjective documentaries produced by the Soviet and European avant garde of the 1920s, through the development and availability of new image technologies (digital cameras, the Internet) and the resulting transformation of global production and reception and emergence of "new documentary" modes. (Lyon, offered occasionally)

387 Power, Desire, Literature This course examines the relationship between power and desire as it is represented in literature. While the course will introduce some more recent writers, it will use Nietzschean, Freudian, and Marxist theories to frame our analysis of some classic literary texts by Sade and Masoch. The course questions some of the most deeply entrenched binary oppositions in Western culture such as those between subject and object, activity and passivity, domination and submission. (Basu, offered annually)

389 Shakespeare's Language Shakespeare's language is more complex and interesting than any other writer's in all of world history. His vocabulary is larger, his syntax more varied, his poetry more intricate, his generic range wider, and his characters more profound than any other writer we know. To test and verify such sweeping claims, the seminar explores the grammar, logic, rhetoric, style, poesis, and vital energy of that language in as many of its minute particulars as possible. If "genius is in the detail," as more than one thinker has claimed, than we must look to the detail and nuance of Shakespeare's medium itself, the language, if we are truly to discover his genius. Written work centers on close language analysis, rather than literary interpretation. Significant emphasis is placed on metrical scansion and syncopations. (Cummings, offered every three years)

Typical readings: work from Shakespeare's early, middle, and late periods

394 Story and History Fiction writers have long been enchanted with the writing of historians, at times imitating, at times stealing, and even at times attempting to pass their inventions off as legitimate history. Since the 1960s, historians have also considered the role of fiction in their work. To what extent is history fiction? This course examines the evolution of the relationship between history writing and fiction, moments of cross-over such as falsified documents and hoaxes, and the way contemporary writers wrestle with the murky territory between the two. (Conroy-Goldman, Fall, alternate years)

399 Milton Central to this course is Milton's major poem, the epic Paradise Lost. Milton is studied in relation to the whole of the 17th century, so that the course introduces the student to the theological, political, and aesthetic issues of the period. Students discuss epic and form, ideas about freedom, nature, human and natural; and history, biblical and temporal. (Weiss, offered alternate years)

Typical readings: Paradise Lost, and selections from the sonnets and prose of Milton

401 Senior Seminar An intensive seminar in a special topic or single author, offered for senior majors. (Offered annually)

450 Independent Study

490 Honors
Our current use of natural resources is spiraling due to exponential population growth. Due largely to the destruction of the tropical rain forests, we appear to be losing species at a rate that equals or exceeds anything in the earth’s history. Human activities create smog, cause acid rain, introduce poisonous substances to the hydrosphere, and change the composition of the atmosphere in ways that are of great concern. Poverty and racism, in their environmental dimension, threaten global survival and a sustainable future.

Environmental concerns will be with us for generations as we work toward a sustainable way of life. The environmental studies program structures a liberal arts education around these concerns and prepares students for entry level positions in environmental fields as well as for graduate programs in environmental areas.

Environmental Studies is a multidisciplinary field, thus the program offers an interdisciplinary major and an interdisciplinary minor. The natural sciences offer an understanding of how the environment works and how human activities affect it. The social sciences consider the social and political implications of environmental policy and the economic trade offs involved. The humanities offer an understanding of the concepts and values involved in our perception of, and interaction with, the environment. These approaches are combined explicitly in our introductory integrative course and the senior integrative experience. Program faculty and graduates of the program also highly recommend two majors, a major in environmental studies along with a major in a discipline to benefit from the breadth of environmental studies and the focus of a discipline. All courses counting toward an environmental studies major or minor must be passed with a grade of C- or higher.
ENVIROMENTAL STUDIES

ENVIRONMENTAL STUDIES PROGRAM
MAJORS AND MINORS
This is a summary of the requirements for the Environmental Studies major and minor offered to all incoming students as of Fall 2004. Students who entered the colleges before Fall 2004 may complete one of the former majors or minors (available online), or they may complete the new Environmental Studies major or minor, which is strongly recommended. The new curriculum offers greater flexibility to meet a wider range of interdisciplinary interests while retaining the strengths of the former curriculum, and reflects current course offerings. Careful selection of core and elective courses is key to developing a coherent area of concentration within the student’s program of study.

REQUIREMENTS FOR THE ENVIRONMENTAL STUDIES MAJOR (B.A.)
interdisciplinary, 12 courses
ENV 110; ENV 300 or ENV 301; two “ES Core” courses from different departments in each division, and four “ES Elective” courses from the ES Core and/or ES Elective course lists. Three of the ES Electives must be at the 200 level or above. Careful selection of ES core and elective courses can define a theme or focus. For example, careful selection allows a concentration in one of the following areas: environmental science, concepts of nature, social ecology, public policy, and aquatic studies (see details below).

REQUIREMENTS FOR THE ENVIRONMENTAL STUDIES MINOR
interdisciplinary, 6 courses
ENV 110 or substitute one additional ES Core course; one ES Core course from each division; and two ES Elective courses from the ES Core and/or ES Elective course lists at the 200 level or above.

ENVIRONMENTAL STUDIES MAJOR (B.A.)
ENV 110 (Topics in ES); ENV 300/301 (Senior Integrative Experience); two courses from the Core Humanities group; two courses from the Core Natural Science group; two courses from the Core Social Science group; three electives at the 200 level or above; one more elective.

ENVIRONMENTAL STUDIES MINOR
ENV 110 (Topics in ES); one Core Humanities course; one Core Natural Science course; one Core Social Science course; two electives at the 200 level or above.

ENVIRONMENTAL STUDIES CORE COURSES

Humanities Core
ART 451 Art and Ecology Seminar
AMST 201 American Attitudes Towards Nature
ENG 223 Environmental Literature
HIST 215 American Urban History
HIST 246 American Environmental History
PHIL 154 Environmental Ethics
REL 226 Religion and Nature

Natural Sciences Core
BIOL 150 Foundations of Biology
BIOL 161-166 Introductory Topics in Biology
CHEM 110 Molecules that Matter
ENV 191 Introductory Environmental Science
ENV 170 The Fluid Earth
GEO 170 Environmental Geoscience

Social Sciences Core
ANTH 210 Prehistoric Ecology
ANTH 280 Environment and Culture
ECON 212 Environmental Economics
EDUC 360 Teaching for Sustainable Environment
ENV 120 Human Geography
POL 328 Environmental Policy
PPOL 101 Democracy and Public Policy
SOC 249 Technology and Society
SOC 271 Sociology of Environmental Issues

ENVIRONMENTAL STUDIES ELECTIVE COURSES

ENV 170 Fluid Earth
ENV 280 Environmental Problem Solving
ENVIRONMENTAL STUDIES

CROSSTLISTED COURSES:
AMST 101    American I, Eye, Aye
ANTH 206    Early Cities
ANTH 228    Physical Anthropology
ANTH 247    Urban Anthropology
ANTH 271    Jobs, Power and Capital
ANTH 285    Primate Behavior
ANTH 296    African Cultures
ANTH 297    Peoples and Cultures of Latin America
ANTH 298    Modern Japan
ANTH 326    Patterns and Processes in Ancient Mesoamerican Urbanism
ARCH 301    Design II: The Immediate Environment
ARCH 302    Design III: The Wider Environment
ARCH 311    History of Modern Architecture
ARCH 312    Theories of Modern Architecture and Urbanism
ART 102    Renaissance to Modern Art
ART 116    World Architecture
ART 234    Photography
ART 301    Photography Workshop
BIIDS 120   Russia and the Environment
BIIDS 219   Math Models and Biological Systems
BIOL 212    Biostatistics
BIOL 220    Genetics
BIOL 225    Ecology
BIOL 233    General Physiology
BIOL 235    Molecular Biology
BIOL 236    Evolution
BIOL 315    Advanced Topics
BIOL 316    Conservation Biology
BIOL 327    Behavioral Ecology
BIOL 339    Physiological Ecology
BIOL 341    Developmental Biology
CHEM 280    Chemical Reactivity
CHEM 310    Quantitative Chemical Analysis
CHEM 240    Introduction to Organic Chemistry
CHEM 241    Intermediate Organic Chemistry
CHEM 260    Environmental Chemistry
CHEM 448    Biochemistry I
CPSC 124    Introduction to Programming
ECON 202    Statistics
ECON 213    Urban Economics
ECON 221    Population and Society
ECON 230    History of Economic Thought
ECON 232    U.S. Economy: A Critical Analysis
ECON 236    Introduction to Radical Political Economy
ECON 301    Microeconomic Theory and Policy
ECON 316    Labor Market Analysis
ECON 348    Natural Resources and Energy Economics
ECON 461    Seminar: Environmental Economics
EDUC 334    Science and Cognition
EDUC 348    Our National Parks
ENG 207    American Literature to Melville
ENG 250    English Romantic Poets
ENG 257    Dickens and His World
ENG 338    Poe, Dickinson, Frost
GEO 210    Environmental Hydrology
GEO 230    Problems in Earth History
GEO 240    Mineralogy
GEO 250    Physical Oceanography
GEO 260    Meteorology
GEO 280    Hydrogeology and Geochemistry
GEO 320    Sediments and Sedimentary Rocks
GEO 330    Limnology
HIST 151    Food Systems in History
HIST 204    History of American Society
HIST 208    Women in American History
HIST 234    Medieval History
HIST 253    Renaissance and Reformation
HIST 256    Technology and Society in Europe
HIST 264    Modern European City
HIST 310    Rise of Industrial America
HIST 311    20th Century America: 1917-1941
HIST 312    The U.S. Since 1939
HIST 397    Environmental History Seminar
MATH 130    Calculus I
MATH 131    Calculus II
MATH 214    Applied Linear Algebra
MATH 232    Multivariable Calculus
MATH 237    Differential Equations
MATH 350    Probability
MATH 353    Mathematical Models
PHIL 190    Facts and Values
PHIL 232    Liberty and Community
PHIL 235    Morality and Self Interest
PHIL 236    Philosophy of Law
PHIL 238    Philosophy of Natural Science
PHIL 372    Early Modern Philosophy
PHYS 150    Introduction to Physics I
PHYS 160    Introduction to Physics II
PHYS 270    Modern Physics
PHYS 285    Mathematical Methods
POL 215    Minority Group Politics
POL 219    Sexual Minority Movements and Public Policy
POL 236    Urban Politics
POL 320    Mass Media
POL 364    Social Policy and Community Activism
SOC 221    Race and Ethnic Relations
SOC 222    Social Change
SOC 223    Inequities
SOC 225    Sociology of Family
SOC 244    Religion in American Society
SOC 251    Sociology of the City
Connections between disciplines. (Pelkey, utilized to focus discussions and to explore the morphic sources are considered. Case studies are discussed. Both naturally occurring and anthropogenic sources are examined. The methodology for how scientists identify and evaluate cancer-causing substances is defined and the methodology for how scientists interrelate cancer and the environment. Cancer is economic, political, and public policy issues that occasionally geologic, economic, social, and moral advantages society has a set of environmental, technologic, aquatic ecosystems it supports. Then students look at water use and development in the arid western U.S. as a case history of water scarcity and the policies that help address such problems. Finally, students apply both the scientific and historical perspectives to current water issues, both regional and global. Note that this course includes a mandatory laboratory period which is used for field trips and special class activities. (Ryan/B. McKinney, Spring, offered alternate years)

Typical readings: de Villiers, Water; Gleick, World’s Water 2000-2001; Reisner, Cadillac Desert

Global Climate Change This class addresses numerous questions and perspectives regarding global change. What is global change? What causes it? What are the consequences? Is there natural variability in global climate and, if so, how much? What influence do/can/have humans have (had) on global climate? How do we know the difference between short- and long-term climate trends? Does the Earth have the ability to moderate climate regardless of the cause? What are our responsibilities, as an individual, a nation, to the Earth? How does population growth, industrialization, economic status, social, ethical, and political beliefs affect an individual’s/country’s perspective or role in experiencing/dealing with the consequences of global climate change? A number of out-of-classroom activities are required, involving field trips and supporting the local community on issues related to global change. (Curtin, Arima, Arens, offered annually)

Typical readings: Schneiderman, The Earth Around Us: Maintaining a Livable Planet; Cronin, Principles of Paleoclimatology; assorted newspaper, journal, and other book sections

Sense of Place and Environmental Consciousness This course explores sense of place: people’s view of and attachment to communities and bioregions, and how this affects their relationship to and actions toward the environment. Students read works by geographers, historians, anthro-
ENVIRONMENTAL STUDIES

polologists, religious scholars, social critics, environmentalists, geologists, and creative writers to consider how people—here and elsewhere in the world, now and historically—express their view of the land they live on through architecture, farming practices, zoning laws, placenames, religion, community traditions, social policy, etc. Students explore such subjects as sacred land vs. commercial land, utopian experiments, contemporary gated communities, “virtual” places, and the slow food movement. The Geneva area becomes a case study for students to discern how a culture inscribes itself on a landscape, altering the environment to create a sense of place. (Tall, offered alternate years)

Typical readings: David Barnhill, ed., At Home on the Earth; James Howard Kunstler, The Geography of Nowhere; The Rise and Decline of America’s Man-Made Landscape; Kathryn Grover, Geneva’s Changing Waterfront; Brian Friel, Translations; Scott Russell Sanders, Staying Put; and essays by Wendell Berry, Gary Snyder, Leslie Marmon Silko, Barry Lopez, bell hooks, John Stilgoe, Yi-Fu Tuan, and others

Finger Lakes Ecology How do local ecologic and geologic features support or limit the kinds of activities people engage in? Conversely, how do human land use decisions affect the local, regional, and perhaps ecological systems and cycles? Every place—town, city, region—is shaped by its local environment and the various political, economic and cultural events that have encouraged people to settle or leave or resettle the area. Focusing on the city of Geneva and Seneca Lake watershed, in particular, and the Finger Lakes region more generally, this course explores the interdisciplinary relationships between natural history, local natural “resources,” and land use patterns and practices, developing an approach for understanding our local place that can be adapted to understand other places. Students explore the local ecology and current and historic development and land use patterns, emphasizing the defining features of the region and current and future challenges influencing these features. (Wibiralske, offered annually)

120 Human Geography and Global Economy This course introduces students to the systematic examination of patterns and processes that shape the spatial organization of activities on a global scale, including agriculture, industries, international trade, population growth and migration, resource and environmental degradation, and development and underdevelopment. Students learn where and why various human activities are located on the Earth, why those activities are moving from one place to another, and the theories developed to explain changes in the landscape. The course addresses current issues of national and international importance such as globalization of culture and the economy, underdevelopment, pollution and environmental degradation, population growth and conflicts. Typical readings: Rubenstein, James, An Introduction to Human Geography: the cultural landscape; newspaper articles will also be handed out as the semester advances; films: Guns, Germs, and Steel, Life and Debt

170 The Fluid Earth This course is an introduction to hydrology and explores water in the atmosphere, lakes, oceans, and associated with land masses. Discussion of the role of water in natural systems results in an exploration of (1) atmospheric moisture and storm systems, such as hurricanes, mid-latitude cyclones, and tornadoes, (2) floods and stream processes, (3) the physical, chemical, and ecological characteristics of lakes and oceans, (4) aquifers and groundwater processes, and (5) wetlands. In this course students use scientific quantitative reasoning to examine the characteristics and importance of water across environmental and geophysical sciences. (Laird, Curtin, Halfman, offered each semester)

191 Introduction to Environmental Science This is an introductory course focusing on environmental issues from the scientific perspective. Students learn about the scientific nature and the complex interrelationships of environmental issues like ecosystems, populations, genetic manipulation, mineral resources, land-use planning, agriculture and soil resources, water resources and pollution, global warming, acid rain, and solid, liquid and hazardous waste disposal. (Halfman, Spring, offered annually)

Typical readings: Enger and Smith, Environmental Science, plus supplementary readings

250 Human Impact on South American Environments This course explores the impact human cultures have had on environments in Ecuador and Peru. In prehistory, intensive agriculture was practiced widely, not only to change the environment but also to take advantage of natural variations in the environment. More recently, deforestation and modern agricultural practices have been extremely destructive to rainforests and other environments. In addition to considering the environmental problems, students consider solutions and reasons for optimism. The course can be considered to cover three different areas, although all are interrelated: deforestation, agriculture, and ecotourism. (Bowyer, Ecuador Program)

251 Geological and Environmental Issues of South America The different geological and environmental issues that affect South America are numerous. The coastline of western South America lies on a convergent plate margin, resulting in the Andes Mountains, volcanoes, and earthquakes. The Galapagos Islands are hotspots, formed by the movement of the Earth’s plates. Thus, the basics behind plate tectonics, earthquakes, volcanoes, and hotspots, as well as the environmental effects, are discussed and examples are visited firsthand. Other important environmental issues such as microclimates, El Niño, farming practices/sustainability (previous and current) and the effects of ancient civilizations in the area as well as the ongoing rainforest destruction are also covered. (Ecuador Program)

280 Approaches to Environmental Problem Solving Most environmental problems are not as clear, unambiguous, and straightforward as they are portrayed in the news media, by politicians, scientists, or environmental groups. In this course students explore several environmental issues from multiple perspectives and evaluate the merits and limitations of different approaches to addressing these problems. This course focuses on developing an appreciation for the interdisciplinary nature of environmental problems and developing the critical analysis skills necessary to devise solutions to these problems. (Wibiralisk, Spring, offered alternate years)

300 Senior Integrative Experience The senior integrative experience (SIE) involves a multidisciplinary project or seminar, independent study, or an off-campus internship. Ideally an internship should have both an academic and an experiential component. Students must register for ENV 300 during their senior year even if they are fulfilling this requirement by completing an independent study. A student should discuss the SIE project with his or her adviser, as well as with the faculty member supervising the work if other than the student’s adviser. Completion of the senior integrative experience requires preparation of a substantial paper demonstrating integration of all three perspectives of study, and a public presentation at a brown bag seminar. (Staff, offered each semester)

301 Group Senior Integrative Experience The group senior integrative experience (SIE) involves a multidisciplinary project or seminar. It enables a group of ES seniors to investigate an interdisciplinary topic of environmental interest with a focus on the local HWS and Geneva community. The topic is selected at the beginning of the semester and students work both independently and in groups toward the completion of an overall class goal. Completion of the group senior integrative experience requires preparation of a substantial individual paper demonstrating the student’s project focus as well as the integration of their work with the others within the class, and a public (group or individual) presentation at a brown bag seminar. (Staff, Fall, offered annually)
EUROPEAN STUDIES

Program Faculty
Catherine Gallouët, French and Francophone Studies, Coordinator
Michael Tinkler, Art, Coordinator
Eugen Baer, Philosophy
Scott Brophy, Philosophy
Elena Ciletti, Art
Peter Cummings, English
Marie-France Etienne, French and Francophone Studies
Laurence Erussard, English
Maureen Flynn, History
David Galloway, Russian Area Studies
Grant Holly, English
Jo Anna Isaak, Art
George Joseph, French and Francophone Studies
Matthew Kadane, History
Eric Klaus, German Area Studies
Judith McKinney, Economics
Susanne McNally, History
Cristina Müller, Spanish and Hispanic Studies
Patricia Myers, Music
Carol Oberbrunner, Philosophy
Daniel O'Connell, English
David Ost, Political Science
James Spates, Sociology
David Weiss, English
Kristen Welsh, Russian Area Studies

European Studies provides students with a systematic introduction to European culture, a critique of European mythology and origins from several perspectives, and coherent concentrations at the major and minor level. It is an appropriate field for those interested in international politics, global economies, and the fine and performing arts. Study in Europe is recommended for all European Studies students. Many courses, in consultation with a program adviser, can be counted for the major or minor. Students are encouraged to make connections between this program and courses offered in other departments.

GLOBAL EDUCATION PROGRAMS IN EUROPE
Aix-en-Provence/Avignon, France
Bath, England
Central Europe (Germany, Romania and Hungary)
Copenhagen, Denmark
Galway, Ireland
Geneva, Switzerland
London, England
Maastricht, Netherlands
Madrid, Spain
Norwich, England
Rome, Italy
Tuebingen, Germany

REQUIREMENTS FOR THE MAJOR (B.A.)
interdisciplinary, 11 courses
EUST 101 and 102 (HIST 101 and 105 may be substituted in consultation with an adviser); one European Studies theory course; one European Studies fine or performing arts course; two semesters of a European language at a level appropriate to the student; and five additional courses focused on a single theme in European Studies.

REQUIREMENTS FOR THE MINOR
interdisciplinary, 7 courses
EUST 101 or 102 (HIST 101 or 105 may be substituted in consultation with an adviser); one European Studies theory course; one European Studies fine or performing arts course; one semester of a European language at a level appropriate to the student; three additional courses focused on a single theme in European Studies.

EUROPEAN STUDIES COURSES
In general, courses from any department that focus on European history, literature, art, politics, society, or institutions may
count toward European Studies requirements. Thus, for instance, courses on the British novel, on ancient Greek philosophy, or on the Russian economy could count for European Studies, as could courses that analyze trans-European phenomena such as the Renaissance, the Enlightenment, or the European Union. A European Studies adviser may be consulted on whether a particular course counts or not.

**THEORY COURSES**
The following is a non-exhaustive, representative list of courses that meet the requirement for a European Studies theory course.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ANTH 205</td>
<td>Race, Class and Ethnicity</td>
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<tr>
<td>ANTH 271</td>
<td>Jobs, Power and Capital</td>
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<tr>
<td>ART 211</td>
<td>Feminism in the Arts</td>
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<tr>
<td>BIDS 200</td>
<td>Dialogues in Critical Social Studies</td>
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<tr>
<td>ECON 212</td>
<td>Environmental Economics</td>
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<tr>
<td>ECON 230</td>
<td>History of Economic Thought</td>
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<tr>
<td>ECON 236</td>
<td>Introduction to Radical Political Economy</td>
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<tr>
<td>ECON 305</td>
<td>Political Economy</td>
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<tr>
<td>ECON 310</td>
<td>Economics and Gender</td>
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<tr>
<td>HIST 102</td>
<td>Modern World</td>
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<tr>
<td>HIST 375</td>
<td>Seminar: Western Civilization and Its Discontents</td>
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<tr>
<td>POL 160</td>
<td>Introduction to Political Theory</td>
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<td>POL 265</td>
<td>Modern Political Theory</td>
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<tr>
<td>POL 379</td>
<td>Radical Thought, Left and Right</td>
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<tr>
<td>REL 402</td>
<td>Conflict of Interpretations</td>
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<tr>
<td>SOC 340</td>
<td>Feminist Sociological Theory</td>
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**FINE AND PERFORMING ARTS COURSES**
The following is a non-exhaustive, representative list of courses that meet the requirement for a European studies course in fine and performing arts.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ART 210</td>
<td>Woman as Image and Image Maker</td>
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<tr>
<td>ART 223</td>
<td>The Poetry of Color. Painting in Venice (1470-1600)</td>
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<tr>
<td>ART 226</td>
<td>Northern Renaissance Art</td>
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<tr>
<td>ART 230</td>
<td>The Age of Michelangelo</td>
</tr>
<tr>
<td>ART 232</td>
<td>Rococo Art and Architecture</td>
</tr>
<tr>
<td>ART 240</td>
<td>European Painting in the 19th Century</td>
</tr>
<tr>
<td>ART 250</td>
<td>20th-Century European Art: Reality Remade</td>
</tr>
<tr>
<td>ART 256</td>
<td>Art of Russian Revolution</td>
</tr>
<tr>
<td>ART 270</td>
<td>First Christian Millennium</td>
</tr>
<tr>
<td>ART 303</td>
<td>Roman Art and Politics</td>
</tr>
<tr>
<td>ART 333</td>
<td>Contemporary Art</td>
</tr>
<tr>
<td>BIDS 298</td>
<td>The Ballets Russes</td>
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<tr>
<td>DAN 210</td>
<td>Dance History I</td>
</tr>
<tr>
<td>DAN 212</td>
<td>Dance History II</td>
</tr>
<tr>
<td>MUS 130</td>
<td>Beethoven: The Man and His Music</td>
</tr>
<tr>
<td>MUS 150</td>
<td>In a Russian Voice</td>
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<td>MUS 160</td>
<td>The Symphony</td>
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<tr>
<td>MUS 202</td>
<td>History of Western Art Music: Medieval/Renaissance</td>
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<tr>
<td>MUS 203</td>
<td>History of Western Art Music: Baroque Classical</td>
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<tr>
<td>MUS 204</td>
<td>History of Western Art Music: Romantic Modern</td>
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<td>MUS 206</td>
<td>Opera As Drama</td>
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<tr>
<td>RUSE 204</td>
<td>Russian Film</td>
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</table>

**CONCENTRATION REQUIREMENTS IN EUROPEAN STUDIES**
Five courses must be organized around a particular theme that should be chosen in consultation with a European Studies adviser. Students are encouraged to pursue genuinely transnational studies, or studies of European institutions and ideas across time. But if a student wishes to concentrate on a particular European society, or a particular period in European history, such concentrations can be accommodated. Concentrations ought to be as multidisciplinary as possible. Within the five courses that make up the concentration, students are required to select courses from at least three different departments.

**Sample Concentrations**
The following are examples of the kinds of concentrations students might pursue.

**Political Culture in Modern Europe**
- ART 389 Rococo to Revolution
- FRNE 395 Society and Culture of the Ancien Régime
- POL 245 Politics of the New Europe
- POL 265 Modern Political Theory
- WRRH 312 Power and Persuasion: Readings in Rhetoric, Renaissance to Modern

**Gender Systems in European Societies**
- ART 210 Woman as Image and Image-Maker
- CLAS 230 Gender in Antiquity
- ENG 388 Writing on the Body
- FRE 380 Images de Femmes
Betty Bayer, Women’s Studies, Director

The Fisher Center for the Study of Women and Men provides interdisciplinary courses to bring students together to pursue in-depth study of gender issues through the Center’s yearly theme. Courses are coordinated with the series’ evening lectures and morning roundtables in order to offer students and others the opportunity for sustained conversation around central concerns for contemporary culture. Yearly themes have included globalization, health care, labor, religion and politics. The 2006-2007 theme is Gender, Arts and Activism.

COURSE DESCRIPTIONS

FSCT 200-level Fisher Center Thematic Courses Each semester this interdisciplinary course is offered, students and faculty gather to read and reflect on topics associated with the current Fisher Center theme. Readings are selected from amongst those written by visiting speakers, as well as critical reflection on those writings from alternative perspectives. The course requires attendance at the Fisher Center lecture series as well as the morning seminars. (Offered occasionally)

FSCT 300-level Fisher Center Topics This interdisciplinary course pursues the Fisher Center yearly theme through the expertise of the Fisher Center Fellow. The course focuses on an aspect of the theme in-depth, offering a thorough understanding of the topics through extensive reading and writing. Courses are crosslisted with other departments or programs as approved on an annual basis.
FRENCH AND FRANCOPHONE STUDIES

George Joseph, Ph.D.; Professor, Department Chair
Kanate Dahouda, Ph.D.; Assistant Professor
Marie-France Etienne, Ph.D; Professor
Catherine Gallouët, Ph.D.; Professor
Nadia Louar, Ph.D., Assistant Professor

French is spoken on five continents. It is one of the most important languages in the world: it is one of the two official languages of the European Union, the second language of the United Nations, one of the national languages of Canada and the official language of many African countries. French is also enjoying a renaissance in Francophone areas of the southern United States. Because of the diversity of French-speaking cultures throughout the world, the French and Francophone Studies department offers integrated courses in language, culture, and literature that reflect this rich diversity. Departmental instruction is in French (FRE); except for a series of French and Francophone courses are offered in English (FRNE).

All students studying French are strongly advised to study one semester abroad. French and Francophone Studies sponsors two language and culture programs—Aix/Avignon, France (every spring) and Saint-Louis du Sénégal (alternate years). Students in these programs receive as many as four credits for courses taken while abroad. These credits can be applied toward a major or a minor in French and Francophone Studies. Students in French and Francophone Studies may also use credits from programs in Geneva, Switzerland; and Hanoi, Vietnam, upon consultation with the French and Francophone Studies’ coordinator. Arrangements for off campus programs are made through the Center for Global Education.

The French and Francophone Studies faculty members contribute courses to many programs including Africana studies, Asian studies, comparative literature, European studies, international relations, and women's studies. The department faculty members participate in First-Year Seminars, and collaborate with their colleagues in bidisciplinary courses.

The French and Francophone Studies program offers a disciplinary major and three minors, one disciplinary and the other two interdisciplinary. The disciplinary major and minor consist entirely of courses from the department. The interdisciplinary concentration in French minor validates the experience of non-major students enrolled in French language classes by making the semester abroad the main multidisciplinary curricular core component. The interdisciplinary Francophone Studies minor acknowledges the variety and richness of the Francophone world. This minor will interest students majoring in such fields as anthropology, archaeology, studio art, art history, history, economics, environmental studies, political science, psychology, education, and women’s studies. The Francophone Studies minor acknowledges the variety and richness of the Francophone world.

FRENCH AND FRANCOPHONE STUDIES

MAJOR (B.A.)

disciplinary, 10 courses
All French courses numbered 226 or above count toward the major. Normally, a student must take FRE 226, FRE 227 (or the equivalent) and an additional eight courses. No more than one French/Francophone departmental literature course taken in English may count toward the major. Courses must include: FRE 226, FRE 227, FRE 241, and FRE 242; two courses from FRE 251, FRE 252, FRE
253 (may not be taken in senior year); and two 300 level courses, one in the senior year. Upon declaring the major, the student may select a French or Francophone area of concentration. When declaring a major or a minor, students will begin a portfolio that they will formally present spring semester of their senior year.

**REQUIREMENTS FOR THE TRADITIONS FRANÇAISES TRACK FOR THE MAJOR (B.A.)**
FRE 226, FRE 227 (or the equivalent) and an additional eight courses. FRE 241; FRE 251 and FRE 252 (must be completed before the senior year); two other 300 level French courses taught in French, one in the senior year, taken from departmental faculty; one Francophone course at the 200 or 300 level; and two additional courses selected in consultation with the adviser. French majors are strongly encouraged to pursue off-campus study in France or Senegal.

**REQUIREMENTS FOR THE PARCOURS MULTICULTURELS TRACK FOR THE MAJOR (B.A.)**
FRE 226 and FRE 227 (or equivalent); FRE 243; FRE 251 or FRE 252; and FRE 253 (must be completed before the senior year); two Francophone courses at the 300 level, one in the senior year, taken from departmental faculty; one French 200- or 300-level course, and two additional courses selected in consultation with the adviser. French majors are strongly encouraged to pursue off-campus study in Senegal.

**REQUIREMENTS FOR THE FRENCH AND FRANCOPHONE STUDIES MINOR**
interdisciplinary, 6 courses
Six courses selected in consultation with an adviser in the program and including one course in French at the 200 level or above, at least two French and Francophone literature and culture courses, and two courses in other disciplines. A semester abroad in Avignon, France; Saint-Louis du Senegal; Geneva, Switzerland; or Hanoi, Vietnam, is strongly recommended.

**COURSES IN ENGLISH**
FRNE 211 Black African Literature: The Quest for Identity
FRNE 213 Vietnamese Literature in Translation
FRNE 214 Senegal: An Orientation
FRNE 215 Existentialist Journeys
FRNE 218 Island Voices: Culture and Identity in French Caribbean Literature
FRNE 219 Beyond Colonialism: North African Literatures and Cultures
FRNE 255 Modern French Theater
FRNE 311 Feudal Women in France, Vietnam and Japan
FRNE 341 Boulevard Saint-Germain: Beauvoir, Sartre, and Camus
FRNE 395 Society and Culture of the Ancien Régime
COURSES IN FRENCH

Language Acquisition
Level I: Fundamentals Language Skills
FRE 101 Beginning French I
FRE 102 Beginning French II
FRE 105 Beginning French in Review
FRE 121 Intermediate French I
FRE 122 Intermediate French II
FRE 125 Intermediate French in Review

Level II: Advanced Language Skills
FRE 226 French in Review I: Parler et comprendre
FRE 227 French in Review II: Lire, Écrite et traduire

Culture and Literature
Level III: Introduction to Culture and Literature
FRE 241 Prises de Vues: Introduction to Contemporary France
FRE 242 Topics in French: Introduction to Québec Studies
FRE 243 Introduction to Francophone Cultures
FRE 251 Introduction to literature I: Eros et Thanatos
FRE 252 Introduction to literature II: Que sais-je?
FRE 253 Introduction to literature III: Paris-Outre-mer

Level IV: Advanced
FRE 351 Francophone African Fiction
FRE 352 North African Literature: Narrative of Dissent and the search for Identity
FRE 353 Vietnamese Voices: Language of Exile
FRE 355 Voices from the French Americas: Francophone Caribbean Literatures
FRE 380 Images de Femmes
FRE 381 Voix Lyriques: from Baudelaire to Surrealism
FRE 382 French Theater
FRE 383 Topics in Middle-Ages and XVIIth century
FRE 384 Topics in XVIIIth and XIXth century
FRE 385 Topics in XIXth and XXth century

CROSSLISTED COURSES
(INTERDISCIPLINARY MINOR)
ALST 150 Foundations of Africana Studies
ALST 240 Third World Women's Texts
ALST 310 Black Images/White Myths
ART 101 Ancient to Medieval
ART 102 Renaissance through Modern
ART 116 World Architecture
ART 216 Medieval Monuments
ART 222 Women in Renaissance Art and Life
ART 232 Rococo to Revolution
ART 250 20th Century European Art
DAN 210 Dance History I
DAN 212 Dance History II
DAN 214 Dance History III
HIST 102 The Making of the Modern World
HIST 103 Revolutionary Europe
HIST 155 The African Experience
HIST 234 Medieval History
HIST 237 Europe Since the War
HIST 238 The World Wars in Global Perspective
HIST 253 Renaissance and Reformation
HIST 256 Technology and Society in Europe
HIST 264 Modern European City
HIST 284 Africa - From Colonialism to Neo
HIST 301 The Enlightenment
HIST 325 Medicine in Modern Europe
MUS 202 Medieval/Renaissance
MUS 203 Baroque/Classical
MUS 204 Romantic/Modern
MUS 206 Opera as Drama
MUS 930 Colleges Chorale
MUS 935 Colleges Community Chorus
POL 180 Introduction to International Relations
POL 243 After Communism in Europe
POL 245 Politics of the New Europe
POL 248 Politics of Development
REL 219 Introduction to Islamic Tradition
REL 236 Gender and Islam
REL 321 Muslim Women in Literature
FRNE 213 Vietnamese Literature In this course students listen to the voices of dissidence and read texts as an expression of a culture in which politics and literature are intertwined, reading texts from Vietnamese writers living in Vietnam, or in exile in America and Australia. Prerequisite: open to all, but recommended for sophomores, and beyond. Taught in English. (Etienne, offered occasionally)

Typical readings: Duong, Thu Huong, Nguyen Du, Nguyen Huy Thiep, Thich Nhat Hanh, Ho Xuan Huong

FRNE 214 Sénégal: An Orientation This course provides an introduction to the people, land, and culture of Sénégal for students planning to go on the Sénégal program. It includes an introduction to Sénégalese history, religion, economics, manners and customs, arts and crafts, food, sports, geography, wildlife, and vegetation. Students touch on issues of health and safety traveling. There is extensive viewing of slides and videotapes. (Joseph, offered alternate years)

FRNE 215 Existentialist Journeys Modern Francophone African films and fictions, inspired by existentialist literature of political commitment, portray individuals in quest for identity, but the endpoint of their journeys remains elusive and problematic as they wrestle with the alienating effects of colonialism and post-colonialism. Do Francophone African writers and filmmakers renew European forms of the novel and film? What remains for Existentialist writers to learn from such journeys? Are existentialist portrayals of Africans truly free of the very racist and Eurocentric stereotypes that the existentialists themselves deplored? (Joseph, offered occasionally)

FRNE 218 Island Voices: Culture and Identity In French Caribbean Literature This course offers to students windows into the Francophone Caribbean culture, society as a literary construction. They analyze the problem of identity through a study of Caribbean literary movements. Topics include discrimination and violence; exile and identity; the writings of diversity; French civilization and post-colonial literatures relations; the search for Africa and metaphors of root; writing in diaspora; gender and literature relations. Taught in English. (Dahouda, offered alternate years)

Typical readings: Césaire, Damas, Fanon, Condé, Étienne, Ménil, Schwartz-Bart

FRNE 219 Beyond Colonialism: Maghreb Literatures and Cultures Between North and South, Mediterranean and continental Africa, with a rich 2,000-year history and the sequels of colonization, the Maghreb region (Algeria, Morocco, and Tunisia), faces many challenges: national, tribal, linguistic and personal identities, the various faces of Islam, tradition and modernity. The texts of this course introduce students into an extraordinarily diverse culture that seeks solutions to all the challenges of contemporary developing nations. Prerequisite: open to all, but recommended for sophomores and beyond. (Gallouët, offered alternate years)

Typical readings: readings from contemporary essayist and fiction authors such as Amrouche, Djebar, Menni, Mokaddem, Ben Jelloun, Yacine, Feraoun

FRNE 255 Modern French Theater This course introduces students to Modern French Theatre and to the new dramatic forms that appear in the course of the 20th century. The focus is on the revolution that takes place in the performing and visual arts and gives birth to Modern French Theatre. Students learn to analyze the dramatic text and the performance onstage and investigate the relationships between culture, society and theatre. (Louar, offered occasionally)

Typical readings: Ionesco, Beckett, Genet, Anouilh, Sartre

FRNE 311 Feudal Woman in France, Vietnam and Japan This course focuses on the role played by women in the shaping of tradition and culture in medieval France, Vietnam and Japan. Prerequisite: Open to all, but recommended for sophomores and beyond. For French majors: FRE 251 and FRE 252, or permission of the instructor. (Etienne, offered occasionally)

Typical readings: Countess of Dia, Lady Musaraki, Sei Shonagon, Nguyen Du, Ho Xuan Huong

FRNE 341 Boulevard Saint-Germain: Beauvoir, Sartre and Camus The Western imagination of the 20th century has evolved in response to, and in spite of, the major traumas of two world wars and their aftermath. This course examines how the particular conceptions of the universe, deriving from the stark realities of a war-torn
continent, were formulated in the fictional writing of de Beauvoir, Sartre and Camus, the three voices that resonated with the deepest chords of a wounded nation, a continent, a world. (Joseph, offered occasionally)

FRNE 351 Advanced Francophone Topics: Francophone African Fiction A study of the origins of Francophone African fiction in both French European and African oral traditions. It includes fragmentation of traditional models of identity in both men and women and the call for both master and slave to embrace a new freedom. Prerequisite: FRE 253 and one of FRE 251, FRE 252, or permission of the instructor. (Joseph, offered occasionally)
Typical readings: Soundjata, Diop, Kane, Kourouma, Laye, Onyono, Sembene

FRNE 395 Society and Culture of the Ancien Régime This course offers a study of the structure of the Old Régime of French society and its impact and influence on architecture, painting, and literature from Louis XIII to the French Revolution. Literary texts, as well as multimedia texts illustrating the social and artistic context, are analyzed. Open to all, but recommended for sophomores and beyond. This course should be of interest to students of art, architecture, comparative literature, French and Francophone studies, history, political science. Typical readings: Corneille, Sévigné, Lafayette, Montesquieu, Graffigny, Voltaire, d’Alembert, Laclos

COURSES TAUGHT IN FRENCH

FRE 101 Beginning French I This is an immersion course that teaches speaking, listening, reading, writing, and French body language through a creative combination of interactive materials that introduce students to French culture as well as language. This course, which uses French as the principal language of instruction in the classroom, includes two mandatory laboratories per week. It is open only to students with no prior experience in French, or students who have been placed in FRE 101. (Fall)

FRE 102 Beginning French II This course is a continuation of FRE 101. It includes two mandatory laboratories per week. Prerequisite: FRE 101 or equivalent, or permission of instructor. (Spring)

FRE 105 Intensive Beginning French This course offers qualified students the opportunity to complete the elementary sequence of language acquisition in one semester rather than two. Students learn the fundamentals of the French language (speaking, listening, writing, and reading). Instruction and practice rely heavily on technological tools such as CDs, computerized drilling exercises, and interactive Web activities. Weekly laboratory is mandatory. First-year students are placed in the class after examination of their high school records; other students may enroll with permission of the instructor. (Spring)

FRE 121 Intermediate French I This course is for students who successfully completed the elementary sequence or equivalent. French grammar fundamentals are reviewed and practiced orally and in writing. Students work with selected cultural topics from the Francophone world, in written texts and video. This course, which uses French as the principal language of instruction in the classroom, includes two mandatory laboratories per week. Prerequisite: FRE 102 or equivalent, or permission of the instructor. (Fall)

FRE 122 Intermediate French II This course is a continuation of FRE 121. It uses French as the principal language of instruction in the classroom and includes two mandatory laboratories per week. Prerequisite: FRE 121 or equivalent, or permission of instructor. (Spring)

FRE 125 Intensive Intermediate French This course offers qualified students the opportunity to complete the intermediate sequence of language acquisition in one semester instead of two. Students review and reinforce all the fundamentals of the French language (speaking, listening, writing, and reading). Instruction and practice depend heavily on the use of technological tools such as CDs, computerized drilling exercises, and interactive Web activities. A mandatory weekly laboratory is included, in addition to individual practice at the language computer laboratory. First-year students are placed in the class after examination of their high school records; other students can enroll with permission of the instructor. Prerequisite: FRE 102 or 105, or 121 or equivalent. (Fall)

FRE 226 French in Review I: Parler et Comprendre This course offers a complete grammar review while emphasizing aural and speaking skills to prepare students for advanced courses. The course, which uses French as the principal language of instruction in the classroom, includes two mandatory laboratories per week. Prerequisite: FRE 122 or the equivalent. (Fall)

FRE 227 French in Review II: Lire, écrire et traduire This course continues to review the fundamentals of grammar while emphasizing the skills of reading, writing, and translation. Students read short stories from the Francophone world and write weekly essays. Prerequisite: FRE 226 or permission of instructor. (Spring)
FRE 241 Prises de vue: Introduction to Contemporary France This course seeks to analyze contemporary French culture through its representation in films and the media. Major trends examined include youth, education, immigration, women in society, and the political system. Students pursue a research topic of their choice and submit a portfolio at the end of the term. The course includes a required laboratory to view a film every Tuesday night. Students improve their language skills through readings and discussions, and writing weekly film reviews and papers on relevant topics. This course is highly recommended for students planning a term in France. This course is crosslisted with Media and Society. Prerequisites: FRE 226 and FRE 227. (Spring)

Typical readings: Edminston, la France contemporaine, and weekly films such as Kassowitz’s La Haine, Chatiliez’s La vie est un long fleuve tranquille, Malle’s Milou en Mai, Jeunet’s Le fabuleux destin d’Amélie Poulain, Didri’s Bye Bye

FRE 242 Topics in French: Introduction to Québec Studies This course traces the rise and development of the literature from French Canadian and Québecois society in its cultural expression, and political and historical contexts. It offers students an understanding of contemporary issues relevant to this French-speaking community, such as rural and urban space relations, colonization vs. independence, the emergence of the feminist writers, quiet revolution and the question of sovereignty, violence, writing, and deconstruction, discourse on church ideology, voices from immigrant writers. Students explore a new imaginary space while improving their French language skills through readings, discussions, film reviews, and papers on relevant topics. Prerequisite: FRE 226 and FRE 227, or permission of the instructor.

Typical readings: Lacombe, Roy, Miron, Aquin, Proulx, Robin, Gagnon, Ollivier, Hébert

FRE 243 Topics in Francophone Cultures This course seeks to introduce the various manifestations of French language and the many Francophone cultures and societies throughout the world. Students are introduced to the concept of francophonie, its ideological and political meaning as well as its cultural manifestations and literary expressions. Students discover the unity and the diversity of the French-speaking countries. They learn about contemporary issues in these countries, and discuss the relations of the Francophone world with France and the U.S. in the context of globalization. The goal of this course is not simply to acquaint students with issues and realities around the Francophone world, but to provide them with a broader cultural dimension that raises their consciousness of intercultural perspectives. Students improve their level of language proficiency by reading, discussions, writing weekly film reviews, and papers on relevant topics. Prerequisite: FRE 226 and 227, or permission of the instructor.

Typical readings: selections from journal articles, newspapers, books and Web materials dealing with current events related themes examined in class

FRE 251 Introduction to Literature I: Mystics, Friends and Lovers. The conventions governing erotic love and passion in Europe were first formulated by the troubadours in Southern France. This course traces the evolution of that love from the medieval to present time but in the context of other traditions of love such as mystic love of God, marital love, homosexual love, and friendship. Prerequisite: Any one of FRE 241, 242, 243, or permission of the instructor.

Typical readings: Troubadours, Marie de France, Chrétien de Troyes, French mystics, Ronsard, Montaigne, Madame de Lafayette, Racine, Duras

FRE 252 Introduction to Literature II: Que sais je? This course is an introduction to literary discourse and a study of essays by significant authors who have shaped French thought from the Renaissance to the present. It follows the evolution of the ways of knowing in French culture, with particular consideration to the development of traditional “universal” values and their role in contemporary culturally inscribed perceptions of self and other. Prerequisite: Any one of FRE 241, 242, 243, or permission of the instructor. (Spring)

Typical readings: selections from Montaigne, Descartes, Voltaire, Rousseau, Camus, de Beauvoir, Memmi, Fanon, 1789 Déclaration des droits de l’homme et du citoyen

FRE 253 Introduction to Literature III: Paris Outre-mer Depending on the instructor, this course follows various trajectories between Paris and French former colonial empire cultures. Students listen to voices in French from outside France. Paris is considered a starting point, rather than the center of Francophone cultures. Special attention is given to the ambiguous love-hate relations between French colonial and post-colonial cultures. This course teaches explication de textes, the French approach to reading literary and other cultural texts. Prerequisite: Any one of FRE 241, 242, 243, or permission of the instructor. (Offered alternate years)

Typical readings: selections from Camus, Cesaire, Djebar, Laye, Pham Duy Khiem, or Ben Jelloun, Montaigne, Montesquieu, Duras, Senghor, Kourouma, Maalouf
FRE 351 Advanced Francophone Topics: Francophone African Fictions A study of the origins of Francophone African fiction in both French European and African traditions. It includes fragmentation of traditional models of identity in both women and the call for both master and slave to embrace a new freedom. Prerequisite: FRE 253 and one of the FRE 251, FRE 252, or permission of the instructor. (Joseph, offered occasionally)
  Typical readings: Soundjata, Diop, Kourouma, Laye, Sembène, Bâ

FRE 352 North African Literature: Narratives of Dissent and the Search for Identity This course introduces narrative fiction from North Africa written in French. Students study the rise of Francophone narratives against colonialism and analyze their development into the national literatures of Morocco, Tunisia, and Algeria. Paying particular attention to issues of gender, language, and religion, students analyze how these narratives of dissent evolve into fiction constructing individual and national identities. Prerequisite: FRE 253 and one of FRE 251, FRE 252, or permission of the instructor. (Gallouët, offered alternate years)
  Typical readings: Fanon, Jelloun, Chraibi, Djebur, Mimouni, Yacine, Bey, Khadra

FRE 353 Vietnamese Voices: Language of Exile This course concentrates on Vietnamese writers who chose to write in the language of the oppressor during the colonial occupation, and on contemporary writers living in France. In both cases, language (French) becomes the location of exile and the literary text is the site of alienation. Students also read texts about Indochina written by French writers in Vietnam. Prerequisite: FRE 253 and one of FRE 251, FRE 252, or permission of the instructor. (Etienne, offered occasionally)
  Typical readings: Pham, Van Ky, Pham Duy, Khiem, Van Tung, Le, Loti, Claudel

FRE 355 Voices from the Americas: Francophone Caribbean Identities This course deals with ways in which Francophone Caribbean writers represent their society in a context of deep alienations, and how they try to reinvent themselves and their community through the diversity of their unique culture and humanity. Students improve their cultural and language skills by discussing these major topics: deconstructing colonization; the relation of self to other; memory, migrancy and the quest for identity; women in literature; French language and local language relations; writers and their imaginary homeland; Caribbean societies and the racial problem; images of society in literature (France or the French West Indies). Prerequisite: FRE 253 and one of FRE 251, FRE 252, or permission of the instructor. (Dahouda, offered every other year)
  Typical readings: Césaire, Fanon, Dépestre, Zobel, Condé, Glissant, Schwartz-Bart, Chamoiseau

FRE 364 Voix Lyriques In this course, students participate in the metamorphoses of the world through in depth analysis of poems. Prerequisites: FRE 251 and FRE 252, or permission of the instructor. (Offered occasionally)
  Typical readings: Baudelaire, Rimbaud, Mallarmé, Valéry, Breton, Eluard, Apollinaire

FRE 380 Images de Femmes Mother or lover, sorceress or goddess, redeemer or temptress—the often is a path toward the divine and often brings total destruction. This course studies recurrent literary images of the feminine and explores the mythical and mystical dimensions of these images. Prerequisites: FRE 251 and FRE 252, or permission of the instructor. (Offered occasionally)
  Typical readings: Mallarmé, Nerval, Gautier, Baudelaire, Cocteau

FRE 382 Advanced Topics in French Literature: French Theater In this course, students read and analyze plays from Molière to the present time. A play must be spoken, heard, and visualized—so an important part of the course is devoted to the creative interpretation of selected scenes which are presented on stage toward the end of the term. Prerequisites: FRE 251 and FRE 252, or permission of the instructor. (Etienne, Fall)
  Typical readings: Molière, Marivaux, Hugo, Sartre, Beckett, Racine

FRE 383 Topics in Middle Ages and XVIth Renaissance Topics include Women in the French Renaissance. Prerequisites: FRE 251 and FRE 252, or permission of the instructor. (Joseph, offered every other year)

FRE 384 Topics in XVIth and XVIIIth century Topics include From d’Artagnan to the Sun King: Power and Culture in the XVIIth century; Epistolary Narratives; Representations of the Other in the Ancien Régime. Prerequisites: FRE 251 and FRE 252, or permission of the instructor. (Gallouët, offered every other year)

FRE 385 Topics in XIXth and XXth century Topics include Le théâtre moderne: The Immigrant Novel. Prerequisites: FRE 251 and FRE 252, or permission of the instructor. (Etienne, offered every other year)

FRE 450 Independent Study

FRE 495 Honors
Geoscience is the study of our planet, its rocks, oceans and atmosphere. Many people find a deep personal satisfaction in better understanding our planet and its history, but there are also important practical applications. Geoscientists use their expertise to monitor changes in the environment, to predict and evaluate how human activities may contribute to environmental change, and to manage Earth's resources. The study of geoscience provides strong preparation for a variety of careers in government, industry and academia, including environmental consulting, natural resource management, environmental law, petroleum exploration, science teaching, science journalism, and research in geology, oceanography, climatology and meteorology.

The geoscience department offers courses in geology, Earth history, geochemistry, oceanography, meteorology, environmental geology, hydrology and paleontology. In addition to taking formal courses, most geoscience students undertake undergraduate research during their junior and/or senior year. Our instruction and research are strongly augmented by field data, some of which are acquired on the Colleges’ 65-foot research vessel, The William Scandling.

The department offers two disciplinary majors, a B.A. and B.S., and a disciplinary minor. Courses in other departments designed for non-majors that do not count toward a major in that department cannot normally be counted toward a geoscience degree. Only those courses in which a student has obtained a grade of C- or better will be credited toward a geoscience major or minor. Only two courses transferred from another institution may count toward the major unless the student has previously been matriculated at another institution.

**Requirements for the Major (B.A.)**

- **disciplinary, 12 courses**
  - GEO 170 and ENV 170; two courses from the “Fluid Earth” courses, two courses from the “Solid Earth” courses; two additional geoscience courses; CHEM 110; MATH 130; and two additional courses in geoscience, biology, chemistry, computer science, mathematics or physics. Only two 100-level geoscience courses can count toward the B.A.

**Requirements for the Major (B.S.)**

- **disciplinary, 15 courses**
  - GEO 170 and ENV 170; two courses from the “Fluid Earth” courses, two courses from the “Solid Earth” courses; three additional geoscience courses; CHEM 110; CHEM 120; MATH 130; MATH 131; PHYS 140 or PHYS 150; and one additional course in geoscience, biology, chemistry, computer science, mathematics or physics. Only two 100-level geoscience courses can count toward the B.S.

**Requirements for the Minor**

- **disciplinary, 5 courses**
  - Four geoscience courses where ENV 170 may substitute for a geoscience course; and one additional course in geoscience, biology, chemistry, computer science, mathematics or physics. Only two 100-level geoscience courses can count toward the minor.
GEOSCIENCE

Fluid Earth Courses
GEO 210 Environmental Hydrology
GEO 250 Physical Oceanography
GEO 260 Meteorology
GEO 270 Paleoclimatology
GEO 280 Aqueous and Environmental Geochemistry
GEO 310 Geoscience System Modeling
GEO 330 Limnology

Solid Earth Courses:
GEO 230 Problems in Earth History
GEO 240 Mineralogy
GEO 290 Paleontology
GEO 320 Sediments and Sedimentary Rocks
GEO 340 Petrology
GEO 370 Structural Geology

COURSE DESCRIPTIONS

150 Geoscience Topics These courses introduce the Earth sciences through in-depth exploration of a particular scientific question or geoscience related issue. In-class laboratory exercises and mandatory field trips provide exposure to scientific methodology and experimentation. These courses allow students with a general interest in science or science students early in their careers to experience scientific inquiry. Not open to juniors or seniors. (Offered annually)

170 The Solid Earth This course explores the form and function of the solid Earth, using plate tectonics as its central paradigm. From this framework, students explore rocks and minerals, volcanoes, earthquakes, the rise and fall of mountains, the origin and fate of sediments, the structure of our landscape, and geologic time. Students discuss geological resources such as minerals, petroleum and energy. The course emphasizes how humans interact with Earth processes and, in some cases, alter them. Approximately half of the laboratory work is in the field and one mandatory weekend field trip is typically required. No prerequisites; however, this course is a prerequisite for many geoscience courses. (Arens, Kendrick or McKinney, offered each semester)

Typical readings: Press, Siever, Grotzinger and Jordan Understanding Earth, plus supplementary readings

210 Environmental Hydrology “All the rivers run into the ocean; yet the sea is not full; unto the place from whence the rivers come, thither they return again” (Ecclesiastes). Hydrology is the study of water at or near the surface of the Earth. Modern society’s demand for water from surface and groundwater sources to feed industrial, agricultural, municipal, recreational and other uses typically outstrips the supply, which has become increasingly more scarce due to the environmental degradation of existing water resources by the disposal of wastes. Thus no other discipline in the geological sciences has experienced such an explosion of interest and growth in recent years. This course investigates the physical properties of water, the hydrologic cycle, surface and groundwater processes, water quality issues, and other environmental concerns focusing on the quantitative aspects of hydrology. Project-based laboratories are mostly done in the field and analyzing/modeling data in the lab. Prerequisites: CHEM 120, GEO 190 or GEO 170 and ENV 170, or permission of instructor. (Hallman, Spring, offered alternate years)

Typical reading: Fetter, Applied Hydrogeology

230 Problems in Earth History This course develops the methods by which the Earth’s history is deciphered. It looks at sedimentary rocks and their structures, fossils and the fossil record, organic evolution, various ways of delineating geologic time, and the geologic history of the North American continent. Laboratory work is centered on analysis of maps, structures, facies, and stratigraphy. The culminating activity is an individual research project. Mandatory weekend field trips are required. Prerequisite: GEO 170 or permission of the instructor. (Arens, Fall, offered annually)

Typical readings: Prothero, Dott, and Dott, Evolution of the Earth and readings from the primary literature

240 Mineralogy Mineralogy is the study of the structure, chemistry, and origin of minerals. Since minerals are the basic components of all rocks and sediments and are commonly in chemical equilibrium with natural waters, an understanding of minerals is crucial to many fields in geoscience. This course introduces students to the chemical and physical properties of minerals, their occurrence in rocks, and their economic uses. It also familiarizes students with some of the most important minerals and the techniques used in their identification and characterization. Techniques covered include crystallographic, X-ray, spectroscopic, and optical microscopy. Laboratory. Prerequisites: GEO 170 and CHEM 110 (or concurrent enrollment). (McKinney, offered annually)

Typical readings: Klein, Mineral Science; Nesse, Introduction to Optical Mineralogy

250 Physical Oceanography This course addresses the ways in which bodies of water, such as the ocean, the Great Lakes, and Seneca Lake respond to inputs of energy, in particular heat from the sun and energy from the wind. Students
260 Meteorology This course examines the fundamental processes responsible for the characteristics and development of weather systems. Students explore properties of the atmosphere (radiation, physics, and thermal structure), the use of radar and satellite systems, large-scale pressure systems, as well as an array of severe weather systems including hurricanes, thunderstorms, tornadoes, and lake-effect snow storms. Prerequisites: ENV 170 and Calculus or permission of the instructor. (Laird, offered annually)

270 Paleoclimatology Paleoclimatology is the study of climate prior to the period of instrumentation. Understanding how and why climate changes is important for interpreting the geologic record and evaluating contemporary climate change. After an overview of Earth’s modern ocean-atmosphere system and energy balance is presented, dating methods and techniques for reconstructing past climates are discussed. Field and lab projects may include working with existing paleoclimate datasets in addition to collecting and interpreting archives of climate change such as tree rings, bog and lake cores, and speleothems from the local area. Note: There are required weekend field trips. Prerequisites GEOSCIENCE 170 and ENV 170, or permission of instructor. (Curtin, offered annually)

280 Aqueous and Environmental Geochemistry Aqueous fluids are the agents of geologic change. They initiate and control many geologic processes because they are ubiquitous, mobile and chemically reactive. Chemical interaction between fluids and rock, soil, or aerosols have a direct bearing on topics such as acid deposition, drinking water quality, acid mine drainage, and the chemical evolution of the hydrologic cycle. Students examine the chemical and geological processes that govern the concentration levels of dissolved substances in aqueous systems. Projects completed during lecture and lab will emphasize the collection and analysis of surface or near surface waters and the interpretation and presentation of data. Note: There will be required weekend field trips. Prerequisites: GEOSCIENCE 170 and ENV 170, CHEM 120 or by permission of the instructor. (Curtin, Spring, offered alternate years)

290 Paleontology This course examines the fossil record from the perspective of the questions that can be asked of it. How do fossils contribute to understanding patterns of evolution? What large-scale patterns of biological diversity are seen only from the vantage point of fossils? How does form give clues to function? What can be learned about Earth’s past climates and environments from fossils? How do fossils tell time in the geologic record? The class answers these questions through a detailed study of the fossils themselves. (Arens, offered alternate years) Typical readings: Prothero, Bringing Fossils to Life and readings from the primary literature

310 Geoscience System Modeling From the basic conceptual to more complex numerical frameworks, models allow one to examine specific aspects of a complex real system and predict outcomes. This course is an introduction to systems modeling with applications to the Earth and environmental sciences. Basic systems concepts and systems thinking will be introduced in the contexts of hydrological, climatic, and other environmentally relevant systems. Students identify key processes and relationships in geoscience systems, represent these elements quantitatively in models, and assess the validity of model predictions. Project-based laboratories provide an opportunity for students to develop and test their own models. Prerequisite: ENV 170 and Calculus or permission of the instructor. (Laird, offered alternate years)

320 Sediments and Sedimentary Rocks Sediments and sedimentary rocks are the most common of the geologic materials on the Earth’s surface. Found in them are many of the raw materials used in our industrial society, the record of life in the past and the record of ancient environmental change. Laboratories involve the description, classification, correlation, and interpretation of sediments and sedimentary rocks. Weekend field trips required. Prerequisite: GEOSCIENCE 170, GEO 230, or permission of the instructor. (Curtin, offered alternate years) Typical readings: Boggs, Principles of Sedimentology and Stratigraphy, and readings from recent geologic literature

330 Limnology Limnology is the study of lakes from a chemical, biological, physical, and geological perspective. Topics include the thermal structure of lakes, lake optics, dissolved gases, biological nutrients, trace elements, plankton populations, food-chain dynamics, estuaries, and the origin and nature of lake basins. Freshwater and marine systems are contrasted, with Seneca Lake serving as an example of the former. The roles of planktonic life, input from rivers, and thermal stratification on the chemistry of Seneca Lake are explored. Special emphasis is placed on biological nutrient dynamics and environmental concerns. Weekly laboratories and a few weekend day-trips
GEOSCIENCE

are conducted on Seneca Lake aboard The William Scandling, and selected Finger Lakes aboard the JB Snow. Prerequisites: CHEM 120, GEO 170 and ENV 170, or permission of instructor (Halfman, Fall, offered annually)

Typical reading: Goldman and Horne, Limnology.

340 Petrology Petrology deals with the description, classification, and origin of rocks. Although the subject encompasses all classes of rocks, this course focuses principally on igneous and metamorphic rocks. Topics include the mineralogical and chemical makeup of the common rock types, crystal growth, and equilibrium in magmatic and metamorphic environments, the application of experimental studies to the interpretation of igneous and metamorphic rocks, and the origin of magmas. Laboratory work emphasizes the systematic description of rocks in hand specimen and thin section, and the interpretation of origin from mineralogy and texture. Laboratory and one extended field trip. Prerequisite: GEO 240. CHEM 120 is also recommended. (McKinney, offered alternate years)

Typical reading: Winter, An Introduction to Igneous and Metamorphic Petrology

370 Structural Geology Structural geology is the study of the deformed rocks that mark areas of present or past crustal movement, chiefly the Earth’s mountain belts. Its basic tasks are the recognition, representation, and genetic interpretation of a variety of rock structures. These structures range from microscopically deformed mineral grains to entire mountain belts. Major goals of the course include the visualization of rock geometries and structures from maps and cross sections, and the interpretation of these structures in terms of rock deformation processes. Field observations and mapping of deformed rocks constitute an important part of the course. Laboratory with two extended field trips. Prerequisite: GEO 190 or GEO 170. (McKinney, offered alternate years)

Typical reading: Davis, Structural Geology of Rocks and Regions

450 Independent Study

495 Honors

GERMAN AREA STUDIES

Program Faculty
Eric Klaus, German, Coordinator
Eugen Baer, Philosophy
Jodi Dean, Political Science
Derek Linton, History
Patricia Ann Myers, Music

The German area studies program has two overriding objectives: to provide proficiency in the German language and to acquaint students with German-speaking Europe’s cultural legacies, historical heritages, and intellectual traditions. German area studies is inherently interdisciplinary in that it incorporates the approaches of multiple fields including history, philosophy, political science, and music. By pursuing its cross-curricular mission, German area studies at HWS makes available a richness of perspectives through which students can gain an understanding of the issues and concerns that constitute this field. To this end, the program integrates existing courses from a multiplicity of disciplines in order to provide students with opportunities to explore all that the subject of German area studies has to offer.

REQUIREMENTS FOR THE MINOR

disciplinary, 7 courses

The disciplinary minor in German area studies focuses on German language and culture and is comprised of seven courses originating from the German curriculum. Students wishing to complete a disciplinary minor in German area studies must take four semesters of German language including GERM 301 Conversation and Composition and three courses in German literature and culture. One of these culture courses may be a GERE course (German culture taught in English), while the other culture courses must be upper-level German courses. Appropriate classes for this second requirement include
GERMAN AREA STUDIES

GERM 340, GERM 341, GERM 370, or GERM 371.

REQUIREMENTS FOR THE MINOR
interdisciplinary, 7 courses
The interdisciplinary minor in German area studies is made up of seven courses: three required courses and four electives. The required courses would originate from the German curriculum. Students choosing an interdisciplinary minor in German area studies must take at least two semesters of German language. Moreover, students are required to take either GERE 206 Madness in Modernity or GERE 208 Guilt and Punishment in German Culture. Beyond these courses, students are expected to take four electives. These electives should reflect the three areas of inquiry, namely cultural legacies, historical heritages, and intellectual traditions. When choosing electives, students must select at least one course from each area. The electives should be chosen from the croslisted courses.

CROSSLISTED COURSES
Cultural Legacies
ART 226 Northern Renaissance Art
ART 250 20th-Century European Art: Reality Remade
ENG 287c Film Histories I (1895–1935)
ENG 368 Film and Ideology
ENG 376c New Waves
MDSC 224 Age of Propaganda I
MDSC 225 Age of Propaganda II
MUS 130 Beethoven: The Man and His Music
MUS 160 The Symphony
MUS 203 History of Western Art: Baroque and Classical (1600–1800)
MUS 204 History of Western Art: Romantic and Modern (1800–1950)
REL 401 Literary and Theological Responses to the Holocaust

Historical Heritages
HIST 237 Europe Since the War
HIST 238 The World Wars in Global Perspective
HIST 269 Modern Germany 1764–1996
HIST 272 Nazi Germany
HIST 276 The Age of Dictators
HIST 325 Medicine and Public Health in Modern Europe
POL 243 Europe after Communism
POL 245 Politics of New Europe
REL 270 Modern Jewish History
REL 271 History and Impact of the Holocaust

Intellectual Traditions
HIST 253 Renaissance and Reformation
HIST 256 Technology and Society in Europe
HIST 301 The Enlightenment
PHIL 373 Kant
POL 265 Modern Political Philosophy

COURSE DESCRIPTIONS
GERM 101 Beginning German I This course offers an introduction to contemporary German with intensive training in listening and reading strategies, communicative competence in spoken and written contexts, and vocabulary acquisition. Topics from German-speaking countries are presented in written and spoken texts, on videos, German TV-programs, newspapers, advertisements, and other material. Regular meetings for conversation in small groups are required. (Klaus, offered annually)

GERM 102 Beginning German II This course offers a continuation of GERM 101. Prerequisite: GERM 101 or the equivalent. (Klaus, offered annually)

GERM 201 Intermediate German I Using modern German texts, i.e. German written by Germans for Germans, students are introduced to the literary aspects of German, while reviewing grammatical and syntactical principles. The course concentrates on continued vocabulary growth, along with aural comprehension and oral communication. Prerequisite: GERM 102 or the equivalent. (Klaus, offered annually)

GERM 202 Intermediate German II This course offers a continuation of GERM 201. Prerequisite: GERM 201 or the equivalent. (Klaus, offered annually)

GERM 206 Madness in Modernity The first decades of the 20th century constituted a period of great uncertainty that was felt across Europe. At this time, artists experimented with novel ways of articulating the uneasiness and angst that they themselves experienced and that they witnessed in their surroundings. The course focuses on the German-speaking countries of Europe and investigate the ways in which the art of that period registers potentially devastating shifts in the social, cultural, and epistemological
tenets that define modern life. Students also integrate texts, paintings, and film into their inquiry. (Klaus, Spring, offered every three years)

Typical readings: texts by Kafka, Hugo von Hofmannsthal, Arthur Schitzler, Hermann Hesse Rainer, Maria Rilke

GERM 301 Conversation and Composition
This course stimulates growth of the students’ ability to express their thoughts clearly, concisely, and correctly in spoken and written German. Prerequisite: GERM 203 or its equivalent, or permission of instructor. (Offered alternate years)

GERM 302 Contemporary Topics
This is an advanced conversation and composition course focusing on current events and contemporary issues presented by the German-language media. Newspapers, magazines, journal articles, and films are the basis from which students prepare their class discussion, oral reports, position papers, and short research papers. Prerequisite: GERM 203 or its equivalent, or permission of instructor. (Offered alternate years)

GERM 340 Introduction to German Literature and Culture I
Germany, a country that forms the crossroads of Europe, has always been forced to define itself by the influences that have come outside, from other surrounding cultures. A study of the social, religious, and economic influences, as seen in the literature and other historical documents of Germany, this course introduces students to the rich and varied background of the nation from the period of the Völkerwanderungen to the Middle Ages to the Reformation to the beginning of Aufklärung. Prerequisite: An ability to comprehend written and spoken German. (Offered every three years)

GERM 341 Introduction to German Literature and Culture II
Beginning with the Aufklärung, this survey course treats epochs and major developments in the area of German literature and culture from the 18th century to the present. Individual representative texts (including plays, paintings, and films) are studied and discussed in terms of their literary significance and their relation to the historical, cultural, and social contexts. The course develops critical and analytical skills through an intensive introduction to the study of German literature, culture, and political history. Prerequisite: An ability to comprehend written and spoken German. (Klaus, offered every three years)

GERM 370, 371 Special Topics
The topic of these courses will be determined by the instructor. Possible topics include Immigrantenliteratur, Kafka, Romanticism, and the Image of America in German Culture. Prerequisite: German 301 or permission of instructor. May be repeated for credit. (Klaus, offered annually)

GERM 450 Independent Study

GERM 495 Honors

COURSE TAUGHT IN ENGLISH (GERE)

GERE 208 Guilt and Punishment in German Culture
Whether the crime is theft, incest, or murder, transgression and the resulting guilt and punishment have factored prominently in German-language novellas over the last two centuries. What are these crimes and what repercussions arise from them? What do these transgressions reveal about German-speaking Europe? Does this particular genre lend itself to tales of sin and despair? These and other questions guide this tour of these truly remarkable texts. (Klaus, offered every three years)

Typical readings: novellas by Heinrich von Kleist, Annette von Dröste-Hülshoff, Thomas Mann, and Günter Grass, among others
THE GOOD SOCIETY

Program Faculty
Steven Lee, Philosophy, Coordinator
Richard Dillon, Anthropology
T. Dunbar Moodie, Sociology
James Spates, Sociology

Through the ages, philosophers, political theorists, explorers, communitarians, socialist revolutionaries, and utopian dreamers have urgently sought to understand the nature of and in some cases tried to establish the Good Society. Unlike the Holy Grail, however, the Good Society is not a single tangible object, and coming to know what exactly it may be is a dauntingly complex and multifaceted task. Not only is the nature of the Good Society inherently controversial, but many doubt the coherence of the very idea. It is the intent of the Good Society program to expose students to the best theories of the Good Society that thinkers and activists have created over the centuries, to show students the exquisite difficulties involved in devising such models, and to encourage them to have, with themselves, their fellow students, their friends, and their teachers, the “Good Society debate,” one of the most important discussions there can be.

The emphasis of this Good Society minor also is upon exploring the variety of constraints that render attainment of the Good Society so challenging and upon combining humanistic, natural scientific, and social scientific ways of knowing to achieve a better understanding of what on earth the Good Society might be. All courses toward the minor must be completed with a grade of C- or higher.

REQUIREMENTS FOR THE MINOR
interdisciplinary, 6 courses
Two introductory courses and four electives, at least one of which must be an advanced elective. In addition, at least two courses must be foundational (F) and two multicultural (M). There must also be a minimum of two courses from the social sciences, and two from the humanities or fine and performing arts.

COURSES
Introductory Courses
AMST 100 History and Forms of American Culture (M)
AMST 101 American I, Eye, Aye (M)
ANTH 110 Introduction to Cultural Anthropology (M)
CHEM 110 Molecules That Matter
ECON 122 Economics of Caring
ENV 110 Energy
PHIL 150 Issues: Justice and Equality (F)
PHIL 151 Issues: Crime and Punishment (F)
PHIL 152 Issues: Philosophy and Feminism (M)
PHIL 154 Issues: Environmental Ethics (F)
PHIL 155 Issues: Morality of War (F)
PHIL 156 Issues: Biomedical Ethics (F)
PHIL 157 Issues: Ethics - A Multicultural Perspective (M)
PHIL 159 Issues: Global Justice (F)
PPOL 101 Democracy and Public Policy (F)
WMST 100 Introduction to Women’s Studies (M)

Elective Courses
ALST 200 Ghettoscapes (M)
ANTH 298 Modern Japan (M)
ART 101 Ancient to Medieval Art (F)
ART 102 Renaissance to Modern Art (F)
ASN 101 Intellectual and Religious Foundations of Asian Civilization (M)
BIDS 229 Two Cities: New York and Toronto
BIDS 245 Men and Masculinity (M)
BIDS 295 Alcohol Use and Abuse
CLAS 202 Athens in the Age of Pericles (F)
ECON 248 Poverty and Welfare (F)
EDUC 200 Philosophy of Education (F)
MDSC 100 Introduction to Media and Society
PHIL 232 Liberty and Community (F)
PHIL 235 Morality and Self Interest (F)
PHIL 236 Philosophy of Law (F)
PSY 223 Introduction to Social Psychology
REL 108 Religion and Alienation (M)
REL 237 Christian Worlds (M)
REL 238  Liberating Theology (M)
SOC 228  Social Conflict (M)
SOC 230  The Sociology of Everyday Life (M)
SOC 251  Sociology of the City
SOC 259  New Social Futures (F)
SOC 290  Sociology of Community

Advanced Elective Courses
ANTH 352  Builders and Seekers (M)
EDUC 337  Education and Racial Diversity in the U.S. (M)
EDUC 338  Inclusive Schooling (M)
HIST 301  The Enlightenment: Encounters with the Other (F)
HIST 374  Seminar: Western Civilization and Its Discontents (F)
HIST 396  History and the Fate of Socialism
POL 348  Racism and Other Hatreds (M)
POL 365  Democratic Theory (F)
PPOL 328  Environmental Policy
PPOL 364  Social Policy and Community Activism
REL 312  New Heavens, New Earths (M)
SOC 325  Moral Sociology and the Good Society (F)
SOC 370  Theories of Religion
WMST 300  Feminist Theory (M)
WMST 323  Research in Social Psychology (M)
WMST 372  Peace

HISTORY

Maureen Flynn, Ph.D.; Associate Professor, Department Chair
Rocco L. Capraro, Ph.D.; Assistant Professor
Laura Free, Assistant Professor
Clifton Hood, Ph.D.; Associate Professor
Matthew Kadane, Assistant Professor
Derek Linton, Ph.D.; Professor
Susanne E. McNally, Ph.D.; Professor
Daniel J. Singal, Ph.D.; Professor
Gebru Tareke, Ph.D.; Professor
Lisa Yoshikawa, Assistant Professor

The history department faculty seeks, in its research and with its students, to better understand what humanity is by investigating what humanity has done. The department conceives the human community:

1) in time, attempting not merely to chronicle events but to explain events in their various connections;

2) in space, juxtaposing events and their explanations in one part of the world with events and explanations in other parts of the world; and

3) in a system of analytic categories, exploiting every explanatory category of the humanistic disciplines and of the social and natural sciences that promises insight into humanity's past.

The history department offers a disciplinary major and minor. All history majors must select an area of concentration by their junior year (see below). The area of concentration may be geographic (African and Middle Eastern, American [including Latin American], Asian, or European [including Russian]), thematic (industrialism, for example, or revolutions), or chronological (the 12th century, for example). To count toward the major or minor, all courses must be passed with a grade of C- or better.
REQUIREMENTS FOR THE MAJOR (B.A.)
disciplinary, 10 courses
At least two 100-level introductory courses (EUST 102 and ASN 101 may substitute for one or more introductory history courses); four 200-level or higher history courses in one area of concentration (geographic, thematic, or chronological); four additional history courses, only one of which may be at the 100 level. Of the 10 courses in the major, at least three courses must cover different geographical areas. At least two of the 10 courses for the major must be at the 300 level or above. At least one of the 300 level or higher courses must be a research seminar, history independent study, or history honors project.

REQUIREMENTS FOR THE MINOR
disciplinary, 5 courses
At least one 100-level introductory course (EUST 102 and ASN 101 may substitute for one or more introductory history courses); at least one 300- or 400-level history course; three additional history courses, not more than one of which may be at the 100 level. At least two of the courses must be in two different geographic areas.

COURSE CONCENTRATIONS

INTRODUCTORY COURSES

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<th>Course Code</th>
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<td>HIST 102</td>
<td>Making of the Modern World</td>
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<td>HIST 103</td>
<td>Revolutionary Europe</td>
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<td>HIST 105</td>
<td>Introduction to the American Experience</td>
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<tr>
<td>HIST 151</td>
<td>Food Systems in History</td>
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<td>HIST 199</td>
<td>Meditations on Time and Memory</td>
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African and Middle Eastern History Courses

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<td>BIDS 235</td>
<td>Third World Experience</td>
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<td>HIST 283</td>
<td>South Africa in Transition</td>
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<td>HIST 284</td>
<td>Africa: From Colonialism to Neocolonialism</td>
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<td>HIST 285</td>
<td>The Middle East: Roots of Conflict</td>
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<td>HIST 364</td>
<td>African History</td>
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<td>HIST 461</td>
<td>War and Peace in the Middle East</td>
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<td>HIST 462</td>
<td>Africa Through the Novel</td>
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American and Latin American History Courses

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<td>HIST 204</td>
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<td>African American History I: The Early Era</td>
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<td>HIST 304</td>
<td>The Early National Republic: 1789-1840</td>
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<td>HIST 306</td>
<td>Civil War and Reconstruction: 1840-1877</td>
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<td>HIST 307</td>
<td>The American Revolution</td>
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<td>HIST 310</td>
<td>Rise of Industrial America</td>
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### COURSE DESCRIPTIONS

**HIST 102 The Making of the Modern World** This course examines a global system linked by commodities, ideas, and microbes and sustained by relations of military and political power between the 15th and 18th centuries. The mining and plantation economies of the Americas and the development of direct trading relations between Europe and Asia are treated as interactive processes involving European explorers and merchants, the labor and crafts of African slaves, the fur trapping of Amerindian tribes, and the policy making of the Chinese Empire. Religious confrontation, the improvement of cartography, and nautical instruments are examined. (Staff, not currently offered)

Typical readings: *The Times Concise Atlas of World History; Stavrianos, The World Since 1500; Crosby, Ecological Imperialism; Parry, European Reconnaissance: Selected Documents*

**HIST 103 Revolutionary Europe** This course explores a phase in Europe’s history marked by religious conflict, intellectual crisis, social and cultural change, territorial expansion, economic and technological development, and political upheavals: the period from the mid-16th century to the fall of Napoleon. Students better understand what happened in these centuries by looking at the different forces and consequences of change and continuity. What makes this era “early modern”? What both seals it off in a state of otherness and recognizably ties it to the present – as well as what has led historians to conceptualize and characterize it as exceptionally revolutionary! (Kadane, Full)

Typical readings: *Montaigne, In Defense of Raymond Sebond; Bacon, New Atlantic Locke, Some Thoughts Concerning Education; Mary Wortley Montagu, Letters*

**HIST 110 Introduction to the American Experience** This introduction to American history is not a survey course. Instead it is based upon the assumption that the study of history is the study of the various conceptual frameworks that people have created to make sense out of their experience. The course involves students in the critical examination of various interpretations of the American past, including the progressive, consensus, and post consensus views. Problems of historical methods are also discussed and recent efforts to examine the history of such previously neglected groups as blacks and women are explored. (*Offered each semester*)

Typical readings: *Norton et al., The Americans; Hofstader, The Progressive Historians; Skotheim (ed.), The Historian and the Climate of Opinion; Turner, The Significance of the Frontier in American History; Zinn, A People’s History of the United States*

**HIST 151 Food Systems in History** This course traces the historical emergence of the contemporary world food system. Students briefly examine the transition from hunter-gathering to Neolithic village agriculture, the differentiation between steppe agriculture and steppe nomadism in ancient Eurasia and the medieval agricultural systems of East Europe and Asia. In the second half, students then treat development of the present-day global food system since 1500. An important course goal is to understand the meaning of changes in the food systems for individual lives. (*McNally, offered alternate years*)

Typical readings: *Newman, Hunger in History; Bergan and Garvey, Culture and Agriculture; Anderson, The Food of China; Wolfslebay, World Food and You; Crosby, Germs, Seeds and Animals; Colburn, Everyday Forms of Peasant Resistance; White, Medieval Technology and Social Change; Hughes, The Face of the Earth; Bryant et al., The Cultural Feast*

**HIST 199 Meditations on Time and Memory** This course is designed to introduce students to various ways in which the movement of time has been conceived. Some of the most influential philosophical and scientific analyses of time are studied, along with literary novels concerning the process of human memory. (*Flynn, offered alternate years*)

Typical readings: *Westphal, Time; Hegel, Reason and History; Achebe, Arrow of God; Swift, Waterland; Gould, The Discovery Deep Time*

**HIST 204 History of American Society** This course traces the development of American society from the colonial town to the urban mass society. It relies on social sciences concepts and techniques, and examines how much social mobility there has been at various periods of our history, how demographic trends have helped to shape the
country, what the class structure has looked like, and whether or not a genuine community life has been possible since the onset of industrialization. Topics include immigration, the growth of cities, race relations, family life, and changes in American social values. (Singal, offered alternate years)

Typical readings: Lockridge, A New England Town; Rothman and Rothman, Sources of the American Social Tradition; Johnson, A Shopkeeper’s Millenium; Warner, Streetcar Suburbs

228 Women in American History This course is designed to study the changing role of women in American history and culture. It examines the status of women within historical context, analyzing those cultural developments that affected the role of women in the community and the family. The course also considers the various methodological approaches that have been developed to study the role of women in history. (Free, offered alternate years)

Typical readings: Ulrich, Good Wives; Cott, Bonds of Womanhood; Beard, Women as Force in History; Sklar, Catherine Beecher; Stansell, City of Women; Banner, Women in Modern America

215 American Urban History This course examines the urbanization of American society from the colonial period to the present, with emphasis on the development of the physical city. It explores the establishment and growth of colonial cities; the impact of technological innovations such as mass transit and the automobile on urban spatial form; the changing responses to urban problems such as water, fire, pollution, housing, crime and disorder; the advent of city planning; the relationship between ethnic and racial conflicts and urban form, especially suburbanization; and the rise of the contemporary decentralized city. (Hood, offered alternate years)

Typical readings: Bailyn, The Peopling of British North America; Rosenberg, The cholera Years; Riss, How the Other Half Lives; Warner, Streetcar Suburbs; Barth, City People

226 Colonial Latin America This course examines the colonial period in Latin American history from the initial Spanish and Portuguese contact and conquest to the early 19th century wars for independence. It focuses on the background of European colonization, the process of interaction between natives and Europeans, the growth and development of colonial society, the shifting uses of land and labor, and the roots of the 19th-century revolutionary movements. (Offered alternate years)

Typical readings: Clendinnen, Ambivalent Conquests; Gibson, Spain in America; Lockhart and Otte, Letters and People of the Spanish Indies; Lockhart and Schwartz, Early Latin America; Stein and Stein, The Colonial Heritage of Latin America

227 African American History I: The Early Era This course traces the history of Africans and their descendants in America from the 17th century through the Civil War. Topics include the slave trade from Africa to the English colonies in North America; establishment of the slave system and slave laws in the 17th century; the evolution of slavery and slave culture in the 18th century; transformations in African American life during the Revolutionary age; the experience of free blacks in the North and South; black society in the Old South; black abolitionism; the Civil War; and Emancipation. (Offered alternate years)

Typical readings: Thornton, Africa and Africans in the Making of the Atlantic World; Egerton, The Great Gatsby; Douglass, My Bondage and My Freedom; Litwack, North of Slavery

228 African American History II: The Modern Era This course examines the varied experiences of African Americans from Reconstruction to the present, focusing on class and gender differences within African American society as well as on the fight for social and political equality in America. Major topics include Reconstruction in the South; African American intellectuals; the Great Migration; the Civil Rights movement; black power; and contemporary problems. (Offered alternate years)

Typical readings: Washington, Up From Slavery; Huggins, Harlem Renaissance; Moody, Coming of Age in Mississippi; Dickerson, An American Story

231 Modern Latin America This course examines the modern era in Latin American history from the early 19th century wars of independence to the present day. The course is arranged topically and explores such issues as the formation of the Latin American states, the development and growth of Latin American culture and society, the legacy of slavery, the transition to capitalism in the region, the growth of export economies and dependency, and the rise of nationalism and revolutionary movements in Latin America. (Offered alternate years)

Typical readings: Chastain and Tuchin, Problems in Latin American History; Guenters, The Campaign; Galeano, Open Veins of Latin America; Keen, A History of Latin America; Schlesinger and Kinzer, Bitter Fruit

234 Medieval History With the decline of the Roman Empire, Europe’s cultural heritage faced unprecedented challenges and opportunities. The “Dark Ages” were a time of recovery and synthesis, with Germanic and pagan customs mixing with Roman and Christian culture to form a unique blend of religion, family life, politics, and economy. Through literature, this course discusses the origins of the Western ascetic spirit and the beginning of romantic love
and the cult of chivalry. Through visual sources, it explores the construction and defense of castles and manors and traces the embryonic development of agriculture and technology. (Flynn, offered alternate years)

Typical readings: J. Le Goff, Medieval Civilization; The Wisdom of the Desert; Chretien de Troyes, Lancelot; Letters of Heloise and Abelard

237 Europe Since the War This course examines the remarkable revival and reconstruction of Europe in the post World War II era, exploring the division of Europe into two blocs, economic recovery, the formation of welfare states, decolonization, and supra national associations—the Common Market (EEC), NATO, and the Warsaw Pact. Special emphasis is placed on European relations with the U.S. and the former U.S.S.R. Students explore consequences of the end of the Cold War, including attempts to construct democracies and market economies in Eastern Europe, political turmoil, and the resurgence of nationalism in Western Europe. (Linton, offered alternate years)

Typical readings: Havel, Living in Truth; Laqueur, Europe Since the War; Williams, The European Community; Stokes, The Wall Came Tumbling Down; Camus, Resistance, Rebellion, and Death

238 The World Wars in Global Perspective The American century; the formation of Communist states; genocides, including the Armenian massacres and the destruction of European Jewry; the ongoing crisis in the Middle East; and the relative decline of Europe and decolonization were all closely linked to the two world wars. This course explores these two cataclysmic wars—their origins, conduct, and consequences. In addition to such traditional approaches as military, political, and diplomatic history, students use literary, artistic, and cinematic representations to view these wars through personal experiences. (Linton, Fall)

Typical readings: Winter, The Experience of World War I; The Diaries of Vera Brittain; Juengner, Storm of Steel; Weinberg, A World at Arms; Levi, Survival in Auschwitz; Tumarkin, The Living and the Dead

240 Immigration and Ethnicity in America What is an American? This course examines this question by analyzing the sources of mass immigration to the United States, the encounters among various immigrant groups and natives, and the changing conceptions of ethnicity. The course covers the period from the 1840s to the present. It starts with the Irish and Germans who emigrated in the early 19th century, then consider the Russian Jews, Italians, and others who began arriving in the 1890s, and then investigates the post-1965 emigration from Asia, the Americas, and India that is remaking the country today. Reference is also made to the internal migrations of African-Americans. (Hood, offered alternate years)

246 American Environmental History In this course, historical place in the natural landscape is described through the methods of “environmental history,” embracing three concerns: ecological relationships between humans and nature, political and economic influences on the environment, and cultural conceptions of the natural world. Drawing on methods from the natural and social sciences, and the humanities, students will survey 500 years of American environmental history, from the ecological conflicts of Indians and settlers to recent debates over endangered species and hazardous wastes. Topics range from urban pollution and suburban sprawl to agricultural practices and wilderness protection. (Hood, offered alternate years)

Typical readings: Cronon, Changes in the Land; Isenberg, The Destruction of the Bison; Hurley, Environmental Inequalities; Tarr, The Search for the Ultimate Sink; White, The Organic Machine; Carson, Silent Spring

250 Medieval Popular Culture What is the relationship between “high” and “low” culture? How do “oral” cultures think, and how have literacy and television transformed human consciousness in more recent times? Close exploration of the material conditions of peasant life, of the psychological workings of folklore, magic, witchcraft, and play in culture help students come to terms with these issues. (Flynn, offered annually)

Typical readings: Le Roy Ladurie, Montaillou; Carlo Ginzburg, The Cheese and the Worms; Robert Darnton, The Great Cat Massacre

253 Renaissance and Reformation This course explores the major intellectual, artistic, political, and religious events making up the “Renaissance” and the “Reformation.” Students read the works of several principal architects of these movements, and contemporary historians’ attempts to explain the convergence of individual genius and collective cooperation between 1300 and 1600. The period shattered medieval understanding of the nature of reality, the shape of the cosmos, and the relation between man and god. It was in this period that modern notions of individualism, freedom of conscience and national sovereignty began to shape the modern world. (Flynn, offered alternate years)

Typical readings: Petrarch, Christine de Pisan, Machiavelli, Castiglione, Erasmus and Luther

256 Technology and Society in Europe The coming of modern machinery has fundamentally altered the nature of work, and has thoroughly transformed communications, warfare, interna-
munal relations, leisure time, and the arts. This course examines the impact of machinery on social relations and human relations to nature. It explores the promotion and institutionalization of technical innovation in the last two centuries in Europe. Finally, it views the conflicting intellectual and social responses to technological change, ranging from fantasies of technocratic utopias to machine smashing and dark visions of humanity displaced and dominated by mechanized systems. (Linton, Fall, offered alternate years)

Typical readings: Landes, The Unbound Prometheus; Giedion, Mechanization Takes Command; Headrick, The Tools of Empire

260 Modernity in Russia This course attempts a balanced survey of the century leading to the Russian Revolution. Russia is both a participant in European civilization and one of the first countries to respond intentionally to the challenge of Western European modernity. In 19th century Russia, policy makers, social critics, and artists explored brilliantly many problems and dilemmas that still preoccupy thoughtful world citizens: the problem of economic development, the relation between individuals and groups, and the role of culture in human communities. (McNally, offered alternate years)

Typical readings: Westwood, Endurance and Endeavor; Eklöf and Frank, The World of the Russian Peasant; Tolstoy, What People Live By

261 20th-Century Russia This course examines the 20th century history of Russia, the Soviet Union, and the Commonwealth of Independent States as developments profoundly shaped by Russia's Eurasian character. Problems of cultural diversity, of economic prosperity, and of political integration are seen as leading to the collapse of both the Tsarist Empire in 1917 and the Soviet Union in 1991. (McNally, offered alternate years)


264 Modern European City This course examines the emergence and development of new industrial cities, such as Manchester and Bochum, and the transformation of older administrative and cultural centers such as Paris and Vienna. The course emphasizes the ways in which contrasting visions of the city—source of crime and pathology or fount of economic dynamism and democratic sociability—were expressed and embodied in city planning, reform movements, and the arts. In exploring the modern city, students use perspectives derived from European and American social and political thought and employ literary, statistical, and visual source materials. (Linton, offered alternate years)


269 Modern Germany: 1764-1996 The unification of Germany has raised anew the issue of German national identity. This course analyzes Germany's often-tortured movement from emergence after the Napoleonic conquest through unification under Bismarck. They examine ways the modernist dynamism, internal divisions, and international aggressiveness of the new Germany resulted in the first World War, the Weimar Republic, and the Nazi seizure of power, leading to the second World War and the Holocaust. (Linton, offered annually)

Typical readings: Blackbourn, The Long Nineteenth Century; James, A German Identity; Burleigh, The Racial State

272 Nazi Germany Nazi Germany and the Hitler Regime remain epitomes of political evil. This course explores the formation, ideology, and dynamic of the Third Reich, concentrating on politics, economics, social policy, and cultural policies of the regime. Students examine the combination of terror and everyday life, utopian promise, and the extermination of Jews and other minorities that lay at the heart of Hitler's regime. They also consider the ways in which the regime has been interpreted by historians and political scientists and the way the Nazi regime has been represented since its defeat in 1945. (Linton, offered alternate years)

Typical readings: Burleigh and Wippermann, The Racial State; Koonz, Mothers in the Fatherland; Kershaw, Hitler; Evans, In Hitler's Shadow; Friedlander, Nazi Germany and the Jews

276 The Age of Dictators European one-party dictatorships that used state organs to mobilize mass support and unleash unprecedented levels of coercion and terror directed at their own populations still haunt our memory and understanding of the 20th century. This course examines and compares the origins and dynamics of Stalin's Soviet Union, Mussolini's Italy, and Hitler's Germany, and their ways of securing popular support and eliminating opposition. The class critically explores theories and concepts used to classify and categorize these regimes: "totalitarianism," "fascism," "bonapartist dictatorships." (Linton, offered alternate years)

Typical readings: Palla, Mussolini and Fascism; Kershaw, Hitler; Johnson, Nazi Terror; Ward,
283 South Africa in Transition After a long period of colonialist domination, exploitation, racial humiliation, and destructive wars, southern Africa is emerging as a land of renewed hope for peace, stability and prosperity. This transition is explored in this course from the late 19th century to the rise of Nelson Mandela. By placing greater emphasis on South Africa, the course investigates such themes as the rise and demise of apartheid, wars of national liberation, economic development, demographic and environmental concerns, and democratization and the construction of pluralist societies. (Tareke, offered annually)

Typical reading: Davenport, South Africa: A Modern History; Martin and Johnson, The Struggle for Zimbabwe; Moodie, Going for Gold; Minter, Apartheid's Contras; Mandela, Long Walk to Freedom

284 Africa: From Colonialism to Neocolonialism Genocide in Rwanda, famine in Somalia, civil war in Liberia, executions in Nigeria, and more. What explains these images of a continent in change? Is there more to the African experience? These questions are examined in this survey of African history since World War II. Major topics of interest potentially include the contradictory effects of colonialism, cultural and intellectual origins of African nationalism, the limits and possibilities of political independence, the conflict between developmental needs and environmental concerns, the changing relations between state and society, and prospects for democratization. (Tareke, offered annually)

Typical readings: Davidson, The Black Man's Burden; Cooper, Africa Since 1940; Hochschild, King Leopold's Ghost; Chabal/Daloz, Africa Works; Mezlukia, From the Hyena's Belly

285 The Middle East: Roots of Conflict The Middle East has been particularly prone to conflict and violence since the dissolution of the Ottoman Empire at the end of World War I and the subsequent rise of national states. This course examines the historical, social, and ideological roots of conflict and the prospects for a durable peace and sustained development in the region. It does so by devoting special attention to the complex and changing relations among Arabs and between Arabs and Israelis, and by exploring the Egyptian and Iranian revolutions, Lebanese sectarianism, Kurdish quest for statehood, the politics of oil and water, secularism, and the challenges of religious fundamentalism. (Tareke, offered annually)

Typical readings: Khalidi, Resurrecting Empire; Chomsky, Middle East Illusions; Gelvin, The Modern Middle East; Keddie, Modern Iran

286 Plants and Empire After the 15th century, European empires dramatically transformed the geographical distribution of plants with enormous social, economic, cultural and biological consequences. The plantation system was a new form of economic enterprise dedicated to the production of a single cash crop usually brought from elsewhere such as sugar, tobacco, or cotton grown for distant markets. European administrators and merchants developed international trade in stimulants such as coffee and tea, medicinal plants such as cinchona bark (quinine), dye plants such as indigo, narcotics such as opium, food crops such as wheat and garden plants such as tulips and tree peonies. Students trace the globalization of traffic in plants and its consequences from Columbus to contemporary debates over genetically modified crops and bioprospecting. (Linton, offered Spring 2007)

Typical readings: Michael Pollan, The Botany of Desire; Iain Gately, Tobacco; Londa Schiebinger, Plants and Empire; Gill Saunders, Picturing Plants; Mark Honigsbaum, The Fever Trail; Nicola Shulman, A Rage for Rock Gardening; Mark L. Winston, Travels in the Genetically Modified Zone

291 Late Imperial China After introductory lectures on the nature of traditional Chinese civilization, this course turns to a consideration of some of the major themes in Chinese history during the period from approximately A.D. 1200 to 1800. Among those themes are: the Mongol conquest of China and the nature of Mongol rule, the restoration of Chinese rule under the native Ming dynasty (1368–1644), the intellectual and cultural life of the Ming elite, China's role in the "emerging world economy," and the domination of China by the Manchu Ch'ing dynasty during the late 17th and 18th centuries. Prerequisite: HIST 101 or permission of instructor.

(Staff, not currently offered)


292 Japan Before 1868 A survey of Japanese political and cultural history to A.D. 1850, this course considers the primitive culture of the prehistoric and early historic periods, the introduction of an advanced culture from China in the sixth century A.D., the distinctive aristocratic culture of the Heian period (794–1185), and the cultural and political dominance of the samurai "class" during the Kamakura (1185-1330s), Ashikaga (1330-1560s), and early Tokugawa (1603-1868) periods. Prerequisite: HIST 101, ASN 201, or permission of instructor.

(Toshikawa, Fall, offered alternative years)

Typical readings: Sansom, Japan: A Short
### Class Overview

**300 American Colonial History** This course examines the transplantation of Europeans to the colonies, and the development of ideas and institutions in the New World. It takes a close look at local communities in the colonies, and the interplay of religion, politics, economics, and family life. It also deals with the factors that led to the Revolution. *(Offered alternate years)*


### The Enlightenment

**301 The Enlightenment** Many people in the West no longer believe in the divine rights of monarchs or the literal meanings of ancient religious texts, but find meaning in civil society, material life, and science, and uphold the sanctity of human equality, which they experience through relatively unrestrained access to various news media, conversations held in accessible social spaces, and schooling premised on the belief that education and experience shape the human mind. How responsible is the 18th-century movement of rigorous criticism and cultural renewal known as "the Enlightenment"? Students examine its coherence as a movement, its major themes and proponents, its meaning for ordinary people, its varied interpretations, its spread throughout Europe and beyond, and the more sinister cultural institutions and projects that many Enlightenment figures were reluctant to interrogate. *(Kadane, offered annually)*


### The Early National Republic: 1789-1840

**304 The Early National Republic: 1789-1840** This course examines the United States from the ratification of the federal Constitution up through the presidency of Andrew Jackson. Particular attention is given to the process of political party formation, the impact of the "market revolution" upon national life, the origins and ramifications of the Second Great Awakening, and the antebellum reform movements. *(Offered annually)*


### The Civil War and Reconstruction, 1840-1877

**306 The Civil War and Reconstruction, 1840-1877** This course examines America's pivotal middle period, a period of rising sectional tensions, bloody civil war, and protracted debate about the promise and limits of equality in the United States. Among the topics covered are the meaning of freedom in antebellum America, territorial expansion and the development of slavery as a political issue, the collapse of the national party system and the secession crisis, the meaning of the American Civil War, and the postwar settlement of reconstruction. *(Free, offered annually)*


### The American Revolution

**307 The American Revolution** This course explores the origins and major events of the American Revolution, from the French and Indian War through the ratification of the Constitution. Special attention is given to the development of Revolutionary ideology, the social and economic changes of the Revolutionary period, the role women and African Americans played in the struggle, and competing interpretations of the Revolution by scholars. *(Offered annually)*


### The Rise of Industrial America

**310 The Rise of Industrial America** The main theme of this course is the multiple meanings for diverse Americans of the triumph of an urban/industrial society in the late 19th and early 20th centuries. The nature of industrial leadership, immigration and urbanization, and analyses of major political and social reform movements are among the topics to be covered. *(Hood, offered alternate years)*


### 20th-Century America: 1917-1941

**311 20th-Century America: 1917-1941** This course is a continuation of HIST 310. World War I and its aftermath, economic and social changes in the 1920s, interaction between politics and urbanization, the Depression, Franklin D. Roosevelt, and the New Deal are among the topics to be covered. *(Hood, offered alternate years)*

312 The United States Since 1939 This course surveys American history from the start of World War II to the presidency of Jimmy Carter (1977-1981), covering foreign and domestic affairs. Subjects include origins of the Cold War, diplomacy in the nuclear age, McCarthyism, the Korean War, the affluent society, the civil rights and black power movements, the Vietnam War and its consequences, youth culture in the 1960s, the women’s movement, the Watergate crisis, and the dilemmas of the postwar American economy. Special attention is paid to the state of politics and the problems of studying recent historical events. (Singal, offered annually)

Typical readings: Sherwin, A World Destroyed; Ambrose, Rise to Globalism; Alexander, Holding the Line; Kennedy, Thirteen Days; Halberstam, The Making of a Quagmire; Schell, The Time of Illusion

313 Darwin and the Darwinian Revolution This course first examines the life and work of Charles Darwin focusing on the genesis of his theory of evolution and then explores the ramifications of the Darwinian revolution both for the natural and human sciences and for broader religious, cultural, and political life. The course investigates what the Darwinian revolution tells about scientific revolutions and about the use and abuse of science in the modern world. The emphasis will be on Darwinian revolution in Europe, but attention will be paid to Darwin’s fate in the Americas and Asia. (Linton, offered alternate years)

Typical readings: Darwin, Voyage of the Beagle, Origin of Species, Descent of Man; Brown, Charles Darwin; Voyaging; Ruse, The Darwinian Revolution; Paul, Controlling Human Heredity

314 Aquarian Age: The 1960s The era known as the “sixties” was a time of relentless change in which all facets of American life seemed to undergo a vast transformation. This course examines the sources and nature of that change, paying particular attention to the realms of culture, personal identity, and politics. Students study the earlier part of the 20th century to locate the forces that gave rise to the Aquarian impulses of the 1960s and the reaction that developed against them, and decide whether or not the legacy left behind by the 1960s should be considered beneficial. (Singal, offered annually)

Typical readings: Farber, The Age of Great Dreams; Englehardt, The End of Victory Culture; Burner and West, The Torch is Passed; Anderson, The Movement and the Sixties; Gould, 1968: The Election that Changed America; Kunen, The Strawberry Statement; Rozak, The Making of a Counter Culture

316 Metropolis This course examines the history and prospects of major metropolises such as New York, London, Tokyo, Berlin, and Shanghai. As the international economy has become interconnected, these cities have become centers of economic and political decisions that reverberate worldwide. Students explore these metropolises’ social structures, physical landscapes, political systems, and memory cultures, asking such questions as: What factors make a city a “global” one? How, and why, are these metropolises alike and how are they different? How do their residents respond to rapid growth, disasters, and other urban problems? What effects do they have on patterns of wealth, the exercise of power, the natural environment, and the construction of identities locally, nationally, and globally? This interdisciplinary course draws readings and theories from such disciplines as urban planning, sociology, and environmental studies as well as history. (Hood, offered annually)

Typical readings: Hall, Cities in Civilization; Abu-Lughod, New York, Chicago, Los Angeles; Page, The Creative Destruction of Manhattan, 1900-1940; Ladd, Ghosts of Berlin; Lee, Shanghai Modern; Davis, Ecology of Fear

317 Women’s Rights Movements in the U.S. This course examines the creation and development of women’s rights movements in the United States in the 19th and 20th centuries – two centuries that witnessed the explosion of movements for women’s emancipation. Students explore the social, legal, political and economic conditions of women at different historical moments along with the efforts of women (and men) to change those conditions. Women often differed about what the most important issues facing their sex were. Consequently, this course examines not only the issues that have united women, but also the issues that have divided them. (Free, offered alternate years)

Typical readings: DuBois, Feminism and Suffrage; Rosen, World Split Open; Lorde, Sister Outsider

318 Making of the Individualist Self Self-consciousness is one of the few human attributes that has existed outside of history and regardless of culture. But the self itself, the subject and object of self-consciousness, has been understood with a great degree of variation through time and across the globe. This seminar explores a very influential conception of selfhood: the “individualist self,” the self driven by belief in its coherence and its own goals, set in contrast to other selves and other structures, and indebted for its origins to the major shifts that took place in western Europe in the 16th, 17th and 18th centuries. Attention is given to the Protestant Reformation, encounters with new and ancient
HISTORY

319 Puritanism: 1560-2000 Puritanism has been blamed, or credited, for having led white settlers to New England while driving those who stayed behind to behead their king and reform their government; it arguably gave us the capitalist spirit, experimental science, the novel, the individual, not to mention radical politics (in the 17th century), American conservatism (more recently), prohibition, John Ashcroft, feminism, and breakfast cereal. This senior seminar takes a long view of British and, to a lesser extent, American history in the early modern period in order to get a better sense of what “Puritanism” means, who the Puritans were, what they believed, where they came from, and what they caused. (Kadane, offered every other semester)

Typical readings: Weber, Protestant Ethic; Walzer, Revolution of the Saints; Edwards, Gangraena; Bunyan, Grace Abounding; Walsham, Providence in Early Modern England; Collinson, Elizabethan Puritan Movement

325 Medicine and Public Health in Modern Europe This course examines the “medicalization” of Europe—the conquest of infectious disease and consequently increasing life spans, the triumph of the medical profession legitimated by scientific credentials, the development and growth of medical institutions including the clinic, hospital, and research institute, and the transformation of health care into a central public policy issue. It explores the impact of medicalization on European culture and mentality by examining literary and artistic representations of disease and medicine. (Linton, offered alternate years)

Typical readings: Foucault, The Birth of the Clinic; Latour, The Pasteurization of France; Evans, Death in Hamburg; Proctor, Racial Hygiene: Medicine Under the Nazis

336 History of American Thought to 1865 This course traces the development of major ideas in a broad array of fields, including politics, religion, psychology, and history, through the Civil War era. While it focuses chiefly on formal thought, it also pays attention to trends in popular culture and to the social context. It relies heavily on primary source readings, a number of which are literary in character. Some questions examined involve the relationship between intellectual and social change, the distinctiveness of American thought, and the role of an intellectual elite in a democratic society. (Singal, offered alternate years)

Typical readings: Tracy, Jonathan Edwards; Pastor; Paine, Common Sense; Wilson, Figures of Speech; Jefferson, Notes on Virginia; Sklar, Catherine Beecher; Stowe, Uncle Tom’s Cabin

337 History of American Thought Since 1865 This course covers the history of American thought and culture from the late Victorian period to the present, examining forces that led Americans to rebel against the Victorian world view and which were responsible for the rise of Modernism. Social and political thought are emphasized, but the rise of the social sciences, new philosophical movements, and popular culture and to the social context. It relies heavily on primary source readings, a number of which are literary in character. Some questions examined involve the relationship between intellectual and social change, the distinctiveness of American thought, and the role of an intellectual elite in a democratic society. (Singal, offered alternate years)

Typical readings: Bellamy, Looking Backward; Adams, The Education of Henry Adams; James, The Will to Believe and Other Essays; Dewey, The School and Society; Singal, Modernist Culture in America

340 Seminar: Faulkner and the Southern Historical Consciousness This seminar style course examines the relationship between William Faulkner’s literary works and his consciousness of his region’s past. It includes intensive reading of four or five of his major novels to determine the ways in which Southern history shaped Faulkner’s thought, paying special attention to the technique and structure of his art as a prime source of evidence. Particular attention is paid to such topics as the heroic myth of the Southern aristocracy; his treatment of race; his attitudes toward nature and the wilderness; and his depiction of Southern women. (Singal, offered annually)

Typical readings: Faulkner, Flags in the Dust, The Sound and the Fury, Light in August, Absalom, Absalom!, Go Down, Moses

352 Who Wants To Be A Millionaire: Elites in America Exercising power that is entirely disproportionate to their small numbers, elites have shaped American society by making political and economic decisions and influencing cultural values. This seminar explores the history, social composition, and power of elites in American history by asking questions such as: What groups should be considered elites? Who belongs to elites, who doesn’t, and why? How have the makeup and authority of elites changed in U.S. history? How do
elites use power and understand themselves and their roles? How do elites seek to legitimate themselves in a society that prizes democracy and that, since the mid-20th century, has increasingly valued egalitarianism? What is the importance of elites for social inequality, economic growth, and race, ethnicity, and gender? How are changing understandings of rank, class, wealth, and equality reflected in the cultural realm, especially in the “self-help” literature? How is opposition to elites expressed politically and culturally? (Hood, offered alternate years)

Typical readings: Breen, Tobacco Culture; Franklin, Autobiography; Beckert, The Monied Metropolis; Jaeger, Urban Establishment, Mills, Power Elite; Carnegie, How to Win Friends and Influence People; Brooks, Bobos in Paradise

364 Seminar: African History The seminar examines the nature and scope of the contemporary African predicament. Few observers would contest that the African continent is faced with a serious and multifaceted crisis that adversely affects the lives of ordinary people; but there is no agreement on the fundamental causes—nor on the possible solutions. Whereas some locate the roots in the colonial systems and other exogenous factors, others blame the postcolonial governments. This class assesses both perspectives in light of the historical evidence. (Tareke, offered alternate years)

Typical readings: Hochschild, King Leopold’s Ghost; Fanon, The Wretched of the Earth; Davidson, The Black Man’s Burden; Ayittey, Africa in Chaos; Chabal and Daloz, Africa Works; Wa Tiongo, Petals of Blood; Gourevitch, We Wish to Inform You

367 Women and the State: Russia When we learn the history of a country we often actually learn the history of the State. This course instead explores the history of one European country (Russia) from the perspective of the majority of its population (women and the young). Students examine how the Russian state grew out of the ancient Russian family system; how most Russians assumed the juridical status of children within the system of serfdom; how these developments sharpened the authoritarianism of Russian patriarchy and politics; how Russian liberals have struggled for two centuries to cultivate the linked institutions of civil liberty and romantic love; and how the capitalism of today’s Russia has produced contradictory consequences for the majority of the Russian people. (McNally, offered alternate years)

Typical readings: Pouncy, The Domostroi; Stites, The Women’s Movement in Russia; Tolstoi, Anna Karenina; Bridger, No More Heroines

371 Life Cycles: The Family in History Historical transformations in child birthing techniques and child rearing patterns are juxtaposed with emerging notions of “childhood” and “adulthood” in order to clarify both the practical and philosophical foundations of marriage and patriarchy. (Flynn, Spring, offered alternate years)

Typical readings: Sappho’s poetry; Osmert, The Burgermeister’s Daughter; Goethe, The Sorrows of Young Werther; G. Ruggiero, Binding Passions; Shahar, Growing Old

375 Seminar: Western Civilization and Its Discontents Seven of the Western world’s most searing critiques of the “civilizing process” form the basis of discussions concerning the disturbances and the promises of modern existence. (Flynn, Spring, offered alternate years)

Typical readings: Rousseau, Discourse on Inequality; Brown, Life Against Death; Elias, The Civilizing Process; Freud, Civilization and its Discontents; Eisler, R., Sacred Pleasure, Daniel Quinn, Beyond Civilization

390 The Modern Transformations of China and Japan This course compares and contrasts the histories of China and Japan from approximately 1800 to the present. Topics include the military and political humiliation of China by the West in the 19th century, the restructuring of Japanese society following the Meiji Restoration, emergence of Japan as the dominant Asian economic and military power, Sino-Japanese War of 1894-95, “Nationalist Revolution” in China, “failure” of liberal democracy in Japan, Second World War, American occupation of Japan, Communist Revolution in China, and modernization efforts of both countries since 1950. Prerequisite: HIST 102, ASN 101, or permission of the instructor. (Staff, not currently offered)

394 Russia and Central Asia This course traces the converging stories of two culturally distinct culture areas: Russia and Central Asia. Students start with geography, trace the rise of Orthodox and Moslem states and then examine their interactions through the Mongol Conquests, the expansion of the Russian/Soviet Empires and the implications for Russia and Central Asia of the Soviet collapse. (McNally, offered alternate years)

Typical readings: Wesson, The Russian Dilemma; Halperin, Russia and the Golden Horde; Cherniavsky, “Khan or Basileus”; Kortkin and Wolff, Rediscovering Russia in Asia; d’Encausse, Islam and the Russian Empire; Lentzef, Eastward to Empire

396 History and the Fate of Socialism: Russia and China This course studies Marxist Socialism as a product of history, as a lens through which to view past, present and future history and as a shaper of history. After introduction to the fundamentals (only) of Marx’s thought, students examine how these ideas played out during the
great 20th century revolutions in Russia and China. Finally, students spend a few weeks thinking about uses of socialism today in a possibly Post-Marxian world. (McNally, offered alternate years)


461 Seminar: War and Peace in the Middle East Many wars, small and big, have been fought in the Middle East since World War II. This seminar examines some of the major wars, paying attention to their causes and consequences both on the region and world wide. (Tareke, offered alternate years)

Typical readings: Khalidi, *Resurrecting Empire*; Shlaim, *War and Peace in the Middle East*; Oren, *Six Days of War*

462 Africa Through the Novel The four African writers who have won the Nobel Peace Prize for literature are novelists. Their works have enriched the discourse on Africa's postcolonial experience in its social, political, economic and cultural facets. But how useful is the novel for historical analysis? This course seeks to study the novelist's contribution toward our understanding of the human condition in contemporary Africa. (Tareke, offered annually)

463 Topics in American History (Offered annually)

469 Seminar: Global Cities This seminar examines global cities—urban agglomerations having world-wide significance. As the international economy has become more interconnected, major cities have become centers of economic and political decisions and social experience with worldwide effects. And, as the terrorist attack of Sept. 11, 2001, made clear, global cities have also become targets of aggrieved groups that view them as sources of injustice. This raises important questions: what makes a city a “global” one? What conditions facilitate and limit global cities’ reach? Are national and local identities changing because of globalization, and, if so, how? Are global cities instruments of imperial domination? Or are global cities engines of economic growth and modernity? Students consider these questions, and critically analyze globalization theory itself, by exploring the history of selected global cities. (Hood, offered annually)


471 Bugles, Belles, and Bloated Bodies: Civil War in American Memory Since the end of the Civil War Americans have sought to better understand the brutal struggle that divided families, neighbors and regions. Through the veterans’ parades and public statues of the late 1800s, the films and novels of the early 1900s, the intensely impassioned debates about the Confederate battle flag of the 1990s, and the battle reenactments today, Americans have “remembered” the Civil War in varied ways, thereby assigning meanings to the conflict. This class explores these diverse meanings, interrogates why this particular moment in American history continues to fascinate and enrage Americans, and examines the complicated relationship between American history, memory, and culture. (Free, offered alternate years)


493 Seminar in Japanese History Intended for advanced students of Japanese history and society, the contents of this course change with the interests of the students and the instructor. Prerequisite: HIST 292 or permission of the instructor. (Yoshikawa, offered alternate years)
The Holocaust, 1933-1945, was a human disaster of unprecedented proportions. Mass murder by "lawful" decree reached extraordinary proportions when a faceless and mindless bureaucracy combined with passionate hatred to lay waste European Jewish culture and millions of its practitioners. As a result, concepts of civilization were undermined, cherished ideas such as rationalism and progress as the basis for societal conduct were challenged, and the power of the churches and their teachings were called into question. Intellect and goodwill accounted for little in the Nazi era.

The Holocaust Studies minor provides an opportunity to study the Holocaust and its impact on society. This enterprise must go beyond history and religion, because the Holocaust cannot be understood without knowledge of the dynamics of prejudice, of propaganda, of political and social organization, of social and psychological deviance, or of the history of Judaism and the Jewish people. Holocaust study is by its very nature interdisciplinary.

**REQUIREMENTS FOR THE MINOR**

**interdisciplinary, 6 courses**

Two courses from Core Group 1, one course from either Core Group 1 or 2, and three other courses from either of the Core Groups or the electives. At least two of the courses must be from the social sciences and at least two from the humanities; no more than three of the courses may be from any one department.

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**COURSES**

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INTERNATIONAL RELATIONS

Program Faculty
Kevin Dunn, Political Science, Coordinator
Jack Harris, Sociology
Marilyn Jiménez, Africana Studies
Matthew Kadane, History
Judith McKinney, Economics
Scott McKinney, Economics
Dia Mohan, Sociology/Anthropology
David Ost, Political Science
Richard Salter, Religious Studies

The program in international relations examines questions of power, order, cooperation, and conflict that emerge as national and international actors relate across state boundaries. Such actors include states as well as international organizations like the United Nations, transnational advocacy groups (such as environmental and human rights networks), multinational corporations, ethnic and racial groups, and labor sectors. Patterns include diplomacy and war, exchanges of commodities and ideas, ethnic conflict, transnational networking, and the flow of people and problems across state borders.

The program also includes theoretical studies of why these actors do as they do—from the pursuit of national self-interest, to the promotion of universal standards of justice, to personal or group gain. The major in particular encourages students to explore how aspects of the international system, such as security and trade regimes, are fluid and ever-changing, how they have emerged over time, and how they are presently being “re-imagined” and re-constructed by an increasingly diverse range of actors.

For its core curriculum, the international relations program rests on the extensive body of theory and literature already developed within international relations as an established subfield of political science. This core is complemented by an interdisciplinary approach that encourages students to recognize that the collective “imagining” of international affairs is also expressed through literature, art, and music. As a result, the program is flexible in its design, and adaptable to students’ interests regarding relevant themes, world regions, and disciplinary perspectives.

Note that where a language course is listed under area studies or one of the concentrations, it can both satisfy the area studies or concentration requirement and count toward language competency.

REQUIREMENTS FOR THE MAJOR (B.A.)
interdisciplinary, 10 courses

- POL 180 International Relations
- Three other core courses, at least one at the 300-level or above
- Three courses beyond the introductory course in one concentration
- Two area-studies courses (each on a different region outside North America)
- An elective course (which may be a language course)

International relations majors must demonstrate competence in a foreign language equivalent to four semesters of language study. Of the 10 courses counted toward the major, at least three must be from the social sciences and at least one must be from the humanities.

REQUIREMENTS FOR THE MINOR
interdisciplinary, 5 courses

- POL 180 International Relations
- One other core course
- Two courses beyond the introductory course in one concentration
- One area-studies course from a region outside of North America

Of the five courses counted toward the minor, at least two courses must be from the social sciences and at least one course must be from the humanities.
### International Relations

**CrosListed Courses**
Courses taken on study abroad programs are also regularly credited toward the International Relations program; consult in advance with a program adviser about petitioning.

**Core Courses**
- ANTH 110 Introduction to Cultural Anthropology
- ANTH 206 Early Cities
- ECON 240 International Trade
- HIST 102 Modern World
- HIST 375 Seminar: Western Civilization and its Discontents
- POL 140 Comparative World Politics
- POL 180 International Relations
- POL 290 American Foreign Policy
- POL 380 International Relations Theory
- POL 394 Identity and International Relations
- POL 416 Ethnic and Racial Conflict
- POL 417 Seminar: Identity in International Affairs

**Concentrations**
Note: These are sample listings. Courses may fulfill more than concentration or area study; consult an IR adviser.

**Comparative and International Political Economy**
- ECON 233 Comparative Economics
- ECON 240 International Trade
- ECON 344 Economic Development
- ECON 425 Seminar: Public Macroeconomics
- POL 248 Politics of Development
- POL 254 Globalization

**Politics, Society and Development**
- ANTH 220 Sex Roles: A Cross-Cultural Perspective
- ANTH 247 Urban Anthropology
- BIDS 229 Two Cities: New York and Toronto
- BIDS 235 Third World Experience
- BIDS 280 Women’s Narratives of Wealth and Power
- ECON 310 Economics and Gender
- ECON 344 Economic Development
- EDUC 345 Women, Nature and Science
- SOC 201 Sociology of International Development
- SOC 221 Sociology of Minorities
- SOC 226 Sociology of Sex and Gender
- SOC 233 Women and Political Mobilization in the Third World
- SOC 240 Gender and Development
- SOC 251 Sociology of the City
- SOC 340 Feminist Sociological Theory

**Transnational Issues**
- ALST 240 Third World Women’s Texts
- ANTH 205 Race, Class and Ethnicity
- ANTH 227 Intercultural Communication
- ANTH 280 Environment and Culture: Cultural Ecology
- ECON 212 Environmental Economics
- POL 348 Racism and Hatreds
- POL 481 Seminar: International Travel
- REL 108 Religion and Alienation
- REL 228 Religion and Resistance
- REL 240 What is Christianity?
- REL 241 Rastaman and Christ
- REL 270 Modern Jewish History
- REL 305 Tongues of Fire
- SOC 228 Social Conflict
- SOC 249 Technology and Society
- SOC 256 Power and Powerlessness
- SOC 258 Social Problems
- SOC 259 New Social Futures
- SOC 271 Sociology of Environmental Issues
- SOC 325 Moral Sociology and the Good Society

**Conflict, War and Peace**
- ANTH 205 Race, Class and Ethnicity
- ANTH 227 Intercultural Communication
- HIST 238 The World Wars in Global Perspective
- MDSC 223 War, Words and War Imagery
- MDSC 224 Age of Propaganda, I
- MDSC 224 Age of Propaganda, II
- PHIL 154 The Morality of War and Nuclear Weapons
- PHIL 155 Issues: Morality of War and Nuclear Weapons
- POL 249 Protest Movements in Comparative Perspective
- POL 283 Terrorism
- POL 416 Seminar: Ethnic Conflict

**Area Studies**

**Africa**
- ALST 214 Senegal: An Orientation
- ALST 216 African Literature II: National Literatures of Africa
- ANTH 290 Pharaohs, Fellahin, and Fantasy
- ANTH 296 African Cultures
- ANTH 352 Builders and Seekers
- CLAS 228 Classical and African Epic
- FRE 351 Advanced Francophone Topics: Francophone African Fiction
- FRE 352 Advanced Francophone Topics: Maghreb Literature
- HIST 283 South Africa in Transition
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**European Politics**

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<td>REL 276</td>
<td>History of East European Jewry</td>
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<tr>
<td>REL 401</td>
<td>Literary and Theological Responses to the Holocaust</td>
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<tr>
<td>SPAN 336</td>
<td>Spain: The Making of a Nation</td>
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<td>SPAN 362</td>
<td>Generations of 1898 and 1927</td>
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JAPANESE

Program Faculty
James-Henry Holland II, Asian Studies, Coordinator

The Japanese program does not offer a major or minor in Japanese. Students interested in Japanese language study are encouraged to consider the interdisciplinary major or minor in Asian studies, which can include a significant Japanese language component. For such a major, four language credits are required, and up to seven credits may be applied. For an individual minor in Asian studies with a Japan focus, two credits are required, and up to four credits are possible. For details, see the Asian Languages and Cultures section.

Study abroad programs in Japan are available on an individual basis for advanced students. Students who have taken Japanese language classes and believe they should start somewhere other than with JPN 101 must contact Professor Holland for a placement interview.

COURSE DESCRIPTIONS

101 Beginning Japanese I
This course provides an introduction to modern spoken Japanese. Open to seniors by permission. (Holland, Spring, offered annually)

102 Beginning Japanese II
This course is a continuation of JPN 101. Prerequisite: JPN 101 or placement by instructor. (Holland, Fall, offered annually)

201 Intermediate Japanese I
Prerequisite: JPN 102 or placement by instructor. (Holland, Spring, offered annually)

202 Intermediate Japanese II
Prerequisite: JPN 201 or placement by instructor. (Holland, Fall, offered annually)

301 Advanced Japanese I
Prerequisite: JPN 202 or placement by instructor. (Holland, Spring, offered annually)

302 Advanced Japanese II
Prerequisite: JPN 301 or placement by instructor. (Holland, Fall, offered annually)

450 Independent Study

LATIN AMERICAN STUDIES

Program Faculty
Scott McKinney, Economics, Coordinator
Michael Bogin, Art
Marisa DeSantis, Spanish and Hispanic Studies
Laura Free, History
Marilyn Jiménez, Africana Studies
Juan Liébana, Spanish and Hispanic Studies
Alejandra Molina, Spanish and Hispanic Studies
Cristina Müller, Spanish and Hispanic Studies
Beth Newell, Biology
Edgar Paiewonsky-Conde, Spanish and Hispanic Studies
Richard Salter, Religious Studies

The Latin American studies program provides students with an understanding of the many facets of Latin America: its art, literature and history, its culture, economics, politics and its environment, including the Latino experience in the United States.

The Latin American studies program offers an interdisciplinary major and minor. The crosslisted courses and many courses taken abroad on the programs in Ecuador/Peru, Brazil, Mexico, and the Dominican Republic count for the major and minor. All courses must be passed with a grade of C- or better.

REQUIREMENTS FOR THE MAJOR (B.A.)
interdisciplinary, 10 courses
LTAM 210 Latin American Perspectives; at least one Spanish language course at the 122 level or higher; at least three courses in a primary concentration of a) humanities, b) history and social sciences, or c) environmental studies, and at least three courses outside the primary concentration; a senior year independent study; and a methods course (e.g., a social science research methods course, a translation course, etc.). At least two of the 10 courses in the major must be from the advanced Latin American studies group.
REQUIREMENTS FOR THE MINOR
interdisciplinary, 5 courses
At least two courses in a primary concentration of a) humanities, b) history and social sciences, or c) environmental studies, at least two courses outside the primary concentration; and at least one Spanish language course at the 102 level or above.

CROSSLISTED COURSES

Humanities
ALST 200 Ghettoscapes
ALST 226 Screen Latinos
ALST 240 Third World Women's Texts
ALST 311 The Latino Experience
FRNE 218 Island Voices
LTAM 308 Latin American Cinema
MUS 217 Folk and Traditional Music of Africa and the Americas
REL 205 Tongues of Fire
REL 238 Liberating Theology
REL 241 Rastaman and Christ
SPAN 316 Voces de Mujeres
SPAN 317 Arte y Revolución
SPAN 320 Spanglish
SPAN 321 Cuentos de América Latina
SPAN 330 Latina Writing in the United States

Advanced Humanities
SPNE 345 The Paradoxes of Fiction
SPNE 355 García Márquez: The Major Works
SPAN 346 Latin American Women’s Narratives
SPAN 365 Literature and Music of the Hispanic Caribbean
SPAN 460 Dramaturgas Mundo Hispano

History and Social Science
ANTH 297 Peoples and Cultures of Latin America
ANTH 326 Patterns and Processes in Ancient Mesoamerica Urbanism
ECON 135 Latin American Economies
HIST 226 Colonial Latin America
HIST 231 Modern Latin America
POL 248 Politics of Development
POL 255 Politics of Latin American Development
POL 351 Identity Politics: Indigenous Movements in Latin America

Advanced History and Social Science
ECON 425 Seminar: Public Macroeconomics
ECON 435 Political Economy of Latin America

Methods
ANTH 273 Ethnographic Research and Methods

ECON 202 Statistics
POL 263 Philosophy of Political Science
SOC 211 Research Methods
SOC 212 Data Analysis
SPAN 231 Translation I

Other
LTAM 210 Latin American Perspectives
LTAM 450 Senior Independent Study

COURSE DESCRIPTIONS

210 Latin American Perspectives
An introduction to Latin America through histories and novels, commentaries, analyses and movies, from the perspective of those within Latin America and those outside of it. The organization of the course is chronological, starting with accomplishments of the indigenous Americans before major European settlement and ending with the crises and issues of the early 21st century. (S. McKinney, Fall, offered annually)

Typical readings: Sabloff, The Cities of Ancient Mexico; Galeano, Open Veins of Latin America; Azuela, The Underdogs; García Márquez, Of Love and Other Demons; Burgos-Debray, I, Rigoberta Menchu; Blustein, And the Money Kept Rolling In and Out; Movies: The Mission, Motorcycle Diaries, The Official Story, Guantanamera

222 Caribbean Literature and Politics
This survey course offers an interdisciplinary study of Caribbean literature focusing on the political history of the region from 1898 to the present. Besides the literary texts, films and substantive readings contribute to an examination of five main topics: legacies of colonialism; race and ethnicity; constructed identities; U.S. dominance and interventionism; and the Caribbean Diaspora.

308 Latin American/Latino Cinema
This course focuses on the major Latin American and Latino filmmakers in an attempt to understand the historical development and political role of film in the Latin American context. The developing major film centers in Latin America are reviewed, including Argentina, Chile, Mexico, Brazil, Cuba; the developing cinema of Puerto Rico, Chicano and other Latino groups in the United States is also considered. Directors include Sanjines, Alea, Littin, Guzmán, Rocha. (Jiménez, offered alternate years)

Typical readings: Chanan, The Cuban Image; Johnson, Brazilian Cinema; various articles by Burton and others

450 Senior Independent Study
The capstone course for the major. Students choose a topic having to do with Latin America or Latinos in the United States and, working with the faculty adviser, research the topic and write a substantial final paper that is shared with the faculty and students of the program.
LAW AND SOCIETY

Program Faculty
Scott Brophy, Philosophy, Coordinator
Eric Barnes, Philosophy
Laura Free, History
Steven Lee, Philosophy
Paul Passavant, Political Science

The law permeates our lives, shaping both our behavior and our sense of right and wrong, often in ways in which we are not aware. But, as law has a great impact on society, so too does society have a great impact on law. As law has an internal logic, represented by the reasoning of judicial opinions, so does it have an external logic, as it is affected by social and historical forces. The purpose of the law and society program is to provide an opportunity for students to study the impact of law on society and of society on law. We have come to understand in recent decades how law is a truly interdisciplinary area of study. A number of disciplines have something to contribute to our understanding of law. The law and society program seeks to provide an avenue to an understanding of law in this broader sense.

The law and society program offers an interdisciplinary minor; it does not offer a major. All courses toward the minor must be completed with a grade of C- or higher.

MINOR REQUIREMENTS
interdisciplinary, 6 courses
Three core courses, at least one in each category, and three electives. Of the six courses in the minor, at least two must be from the social sciences, two must be from the humanities, and no more than three may be in any one department. Courses in any of the core categories may also be taken as electives.

CROSSLISTED COURSES

Political Perspective Core Courses
POL 207 Governing Through Crime
POL 264 Legal Theory
POL 296 International Law
POL 332 American Constitutional Law
POL 333 Civil Rights
POL 334 Civil Liberties
POL 335 Law and Society

Philosophical Perspectives Core Courses
PHIL 130 Limiting Liberty
PHIL 150 Justice and Equality
PHIL 151 Crime and Punishment
PHIL 156 Biomedical Ethics
PHIL 158 Debating Public Policy
PHIL 236 Philosophy of Law

Humanities Electives
HIST 215 American Urban History
HIST 300 American Colonial History
HIST 304 Early American Republic
HIST 306 Civil War and Reconstruction
HIST 311 20th Century America: 1917 1941
HIST 312 The U.S. Since 1939
HIST 336 History of American Thought to 1865
PHIL 232 Liberty and Community
PHIL 235 Morality and Self-Interest

Social Sciences Electives
ANTH 247 Urban Anthropology
ECON 204 Business Law
ECON 212 Environmental Economics
ECON 319 Forensic Economics
POL 215 Minority Group Politics
POL 225 American Presidency
POL 229 State and Local Government
POL 236 Urban Politics and Public Policy
POL 375 Feminist Legal Theory
PPOL 328 Environmental Policy
SOC 222 Social Change
SOC 228 Social Conflict
SOC 258 Social Problems
SOC 262 Criminology
SOC 325 Moral Sociology and the Good Society
LESBIAN, GAY, AND BISEXUAL STUDIES

Program Faculty
Leah Himmelhoch, Classics, Coordinator
James-Henry Holland II, Asian Studies, Coordinator
Michael Armstrong, Classics
Betty Bayer, Women’s Studies
Sigrid Carle, Biology
Susan Henking, Religious Studies
Juan Liébana, Modern Languages
DeWayne Lucas, Political Science
Eric Patterson, English
Lee Quinby, English
Alison Redick, Women’s Studies
Craig Rimmerman, Political Science

The program in lesbian, gay, and bisexual studies seeks to understand the historical and cultural construction of sexuality. This interdisciplinary program is anti-homophobic in intent, offering courses that attend seriously to the experience of gay, lesbian, and bisexual people; to the theoretical controversies surrounding sexual identities; and to the variety of scholarship in this area. As a multi-disciplinary enterprise drawing on a variety of methodological approaches, theoretical orientations, and substantive foci, the program examines subjectivity and identity, social and economic roles, religious practice, political praxis, literary productions, and science. In so doing, the program enhances educational development through cross-divisional courses that explore how social change and transformation might follow from a comprehensive understanding of the cultural diversity of sexual practice.

The program offers both a major and a minor, both of which may be either disciplinary or interdisciplinary, depending upon a student’s selection of courses. No more than two course equivalents may be counted toward the major.

Core courses deal directly and extensively with LGB issues. Elective courses are not necessarily focused on LGB issues, yet include these issues as a recurrent theme, constituting a considerable portion of the readings and discussions. Perspectives courses may not deal with LGB issues directly, but provide important theoretical and/or methodological tools for their analysis.

Additional courses offered occasionally may also count toward the major or minor with the approval of faculty adviser and program coordinator(s).

REQUIREMENTS FOR THE MAJOR (B.A.)
disciplinary, 10 courses
Two core courses; two perspective courses; five additional courses selected either from the core group or the electives; and a capstone course, which can only be undertaken after completing at least eight courses toward the major. The capstone course should involve close work with a faculty adviser to create an internship, independent study, or Honors project that serves to integrate material from throughout the major. The courses in a major program must include at least one course from each division and at least three courses in one division.

REQUIREMENTS FOR THE MAJOR (B.A.)
interdisciplinary, 10 courses
All of the requirements for the disciplinary major, but, included within the 10 courses, there must be work from at least two departments and at least three courses in each of two or more divisions (humanities, social sciences, natural sciences, and fine and performing arts).

REQUIREMENTS FOR THE MINOR
disciplinary, 5 courses
Two core courses; one perspective course; and two additional courses selected from either the core group or the electives.
**REQUIREMENTS FOR THE MINOR**

*interdisciplinary, 5 courses*

All of the requirements for the disciplinary minor, but the five courses of the minor must include courses in at least two departments and at least two courses in each of two divisions (humanities, social sciences, natural sciences, and fine and performing arts).

**CROSSLISTED COURSES**

- **Core Courses**
  - AMST 201 American Masculinities
  - AMST 310 Sexual Minorities in America
  - CLAS 230 Gender in Antiquity
  - ENG 281 Literature of Sexual Minorities
  - POL 219 Sexual Minority Movements and Public Policy
  - REL 283 Que(e)rying Religious Studies

- **Elective Courses**
  - ALST 200 Ghettooscapes
  - ALST 240 Third World Women’s Texts
  - ENG 239 Popular Fiction: The ‘50s
  - ENG 281 Literature of Sexual Minorities
  - ENG 304 Feminist Literary Theory
  - ENG 327 The Lyric
  - ENG 342 Readings in Multi-Ethnic Women’s Literature
  - ENG 346 Iconoclastic Women
  - ENG 381 Sexuality and American Literature
  - LTAM 308 Latin American/Latino Cinema
  - POL 236 Urban Politics and Public Policy
  - POL 375 Feminist Legal Theory
  - PSY 275 Human Sexuality
  - REL 257 What’s Love Got to Do with It?
  - SOC 221 Sociology of Minorities
  - SOC 225 Sociology of the Family
  - SOC 226 Sociology of Sex and Gender
  - SPNE 314 Spanish Cinema: Buñuel to Almodóvar
  - WMST 204 Politics of Health
  - WMST 300 Feminist Theory
  - WMST 304 Medical Historiography
  - WMST 357 Self in American Culture

- **Perspectives Courses**
  - ANTH 110 Introduction to Cultural Anthropology
  - ANTH 230 Beyond Monogamy
  - BIDS 246 Men and Masculinity
  - DAN 214 Dance History III
  - ENG 291 Introduction to African-American Literature I

- **HIST 269** Modern Germany: 1764-1996
- **HIST 325** Medicine and Public Health in Modern Europe
- **HIST 371** Life-Cycles: The Family in History
- **MDSC 100** Introduction to Media and Society
- **PEHR 212** Making Connections
- **PEHR 215** Teaching for Change
- **PEHR 312** Making Connections: Teaching Colleagues
- **PEHR 315** Teaching for Change: Teaching Colleagues
- **PSY 230** Biopsychology
- **POL 175** Introduction to Feminist Theory
- **REL 109** Imagining American Religion(s)
- **SOC 230** The Sociology of Everyday Life
- **SOC 258** Social Problems
- **SOC 259** Social Movements
- **WMST 100** Introduction to Women’s Studies
- **WMST 247** Psychology of Women
MATHEMATICS AND COMPUTER SCIENCE

Carol Critchlow, Ph.D., Associate Professor, Department Chair
David Belding, Ph.D.; Associate Professor
Stina Bridgeman, Ph.D.; Assistant Professor
Marc Corliss, Ph.D.; Assistant Professor
David Eck, Ph.D.; Professor
Erika King, Ph.D.; Assistant Professor
Kevin Mitchell, Ph.D.; Professor
Scotty Orr, M.S.; Instructor
Jennifer Roche, Ph.D.; Assistant Professor
John Vaughn, Ph.D.; Associate Professor

Mathematics has always been one of the core subjects of a liberal arts education because it promotes rigorous thinking and problem-solving ability. Computer science follows in this tradition—beneath the technical knowledge necessary for working with computers, computer science is, at its core, very much the study of how to solve problems. Many students who major in mathematics or computer science go on to graduate school or to work in related professions. For other students, mathematics or computer science are popular as a second major or as a minor in combination with another major from any of the Colleges' academic divisions.

To meet the challenges, opportunities, and responsibilities encountered after graduation, both mathematics and computer science majors are encouraged to obtain a broad but firm foundation in the disciplines. In mathematics, majors acquire skill in the use of mathematical methods for dealing with problems from a variety of disciplines, and complement these tools with some training in computer science. In computer science, a rapidly growing and changing field, the department offers a range of applied and theoretical courses that enable majors to use modern technology, to understand its applications across a broad range of disciplines, and to understand the fundamental and enduring principles underlying those applications.

The Department of Mathematics and Computer Science offers two disciplinary majors in mathematics (B.A. and B.S.), and two disciplinary majors in computer science (B.A. and B.S.), and disciplinary minors in mathematics and computer science. In addition to the specific courses listed below, other courses, such as bidisciplinary courses taught by members of the department, may be approved by the department for credit toward a major.

To be counted toward the major or minor, all courses must be passed with a grade of C- or better; the department strongly recommends courses be taken on a graded, rather than a credit/no credit, basis.

REQUIREMENTS FOR THE MATHEMATICS MAJOR (B.A.)
disciplinary, 11 courses
MATH 135, MATH 204, and MATH 232; CPSC 124; either MATH 331 or MATH 375; two additional Mathematics courses at the 200 level or above; two additional Mathematics courses at the 300 level or above; and two additional courses chosen from Mathematics (MATH 131 and above) and Computer Science (CPSC 225 and above).

REQUIREMENTS FOR THE MATHEMATICS MAJOR (B.S.)
disciplinary, 15 courses
MATH 135, MATH 204, MATH 232, MATH 331, and MATH 375; CPSC 124; three additional Mathematics courses at the 200 level or above; two additional Mathematics courses at the 300 level or above; one additional Computer Science course above CPSC 224; and three additional courses in the Natural Science division that count towards the major in their respective departments.
REQUIREMENTS FOR THE MATHEMATICS MINOR
disciplinary, 5 courses
MATH 135 and four additional MATH courses at the 130 level or above.

REQUIREMENTS FOR THE COMPUTER SCIENCE MAJOR (B.A.)
disciplinary, 10 courses
CPSC 120, CPSC 124, CPSC 225, CPSC 229, four additional computer science courses (excluding CPSC 450 and CPSC 495), and two additional computer science or other approved courses.

REQUIREMENTS FOR THE COMPUTER SCIENCE MAJOR (B.S.)
disciplinary, 16 courses
All of the requirements for the computer science B.A., plus six additional courses in the sciences.

REQUIREMENTS FOR THE COMPUTER SCIENCE MINOR
disciplinary, 5 courses
CPSC 120, CPSC 124, and three additional computer science courses.

MATHEMATICS COURSE DESCRIPTIONS

100 Precalculus: Elementary Functions Designed to help students prepare for the calculus sequence, this course involves the study of basic functions: polynomial, rational, exponential, logarithmic, and trigonometric. Topics include a review of the real number system, equations and inequalities, graphing techniques, and applications of functions. Includes problem-solving laboratory sessions. Permission of instructor is required. This course does not count toward the major or minor in mathematics. (Offered each semester)
Typical reading: Larson and Hostetler, Precalculus

110 Discovering in Mathematics A study of selected topics dealing with the nature of mathematics, this course has an emphasis on its origins and a focus on mathematics as a creative endeavor. This course does not count toward the major or minor in mathematics. (Offered each semester)
Typical reading: Smith, The Nature of Mathematics

130 Calculus I This course offers a standard introduction to the concepts and techniques of the differential calculus of functions of one variable. A problem-solving lab is included as an integral part of the course. (Offered each semester)
Typical reading: Larson, Hostetler, and Edwards, Calculus

131 Calculus II This course is a continuation of the topics covered in MATH 130 with an emphasis on integral calculus, sequences, and series. A problem-solving lab is an integral part of the course. (Offered each semester)
Typical reading: Larson, Hostetler, and Edwards, Calculus

135 First Steps into Advanced Mathematics This course emphasizes the process of mathematical reasoning, discovery, and argument. It aims to acquaint students with the nature of mathematics as a creative endeavor, demonstrates the methods and structure of mathematical proof, and focuses on the development of problem-solving skills. Specific topics covered vary from year to year. This course is appropriate as a first course for students interested in a mathematics major. MATH 135 is required for the major and minor in mathematics. (Offered each semester)

204 Linear Algebra This course is an introduction to the concepts and methods of linear algebra. Among the most important topics are general vector spaces and their subspaces, linear independence, spanning and basis sets, solution space for systems of linear equations, linear transformations and their matrix representations, and inner products. It is designed to develop an appreciation for the process of mathematical abstraction and the creation of a mathematical theory. Prerequisite: MATH 131, and MATH 135 strongly suggested, or permission of instructor. Required for the major in mathematics. (Offered annually)
Typical reading: Anton, Elementary Linear Algebra

214 Applied Linear Algebra A continuation of linear algebra with an emphasis on applications. Among the important topics are eigenvalues and eigenvectors, diagonalization, and linear programming theory. The course explores how the concepts of linear algebra are applied in various areas, such as, graph theory, game theory, differential equations, Markov chains, and least squares approximation. Prerequisite: MATH 204. (Offered alternate years)
Typical readings: Anton, Elementary Linear Algebra; Rorres and Anton, Applications of Linear Algebra
232 Multivariable Calculus A study of the concepts and techniques of the calculus of functions of several variables, this course is required for the major in mathematics. Prerequisites: MATH 131. (Offered annually)

Typical reading: Stewart, Multivariable Calculus

237 Differential Equations This course offers an introduction to the theory, solution techniques, and applications of ordinary differential equations. Models illustrating applications in the physical and social sciences are investigated. The mathematical theory of linear differential equations is explored in depth. Prerequisites: MATH 232 and MATH 204 or permission of instructor. (Offered annually)

Typical reading: Nagle, Saff, Snider, Fundamentals of Differential Equations

278 Number Theory This course couples reason and imagination to consider a number of theoretic problems, some solved and some unsolved. Topics include divisibility, primes, congruences, number theoretic functions, primitive roots, quadratic residues, and quadratic reciprocity, with additional topics selected from perfect numbers, Fermat’s Theorem, sums of squares, and Fibonacci numbers. Prerequisites: MATH 131 and MATH 204 or permission of instructor. (Offered occasionally)

Typical reading: Burton, Elementary Number Theory

331 Foundations of Analysis I This course offers a careful treatment of the definitions and major theorems regarding limits, continuity, differentiability, integrability, sequences, and series for functions of a single variable. Prerequisites: MATH 135 and MATH 204. (Offered annually)

Typical reading: Belding and Mitchell, Foundations of Analysis

332 Foundations of Analysis II This course begins with a generalization of the notions of limit, continuity, and differentiability (developed in MATH 331), and extends them to the two-dimensional setting. Next, the Fundamental Theorem of Calculus is extended to line integrals and then to Green’s Theorem. The course culminates with a brief introduction to analysis in the complex plane. Prerequisites: MATH 232 and MATH 331. (Offered occasionally)

Typical reading: Belding and Mitchell, Foundations of Analysis

350 Probability This is an introductory course in probability with an emphasis on the development of the student’s ability to solve problems and build models. Topics include discrete and continuous probability, random variables, density functions, distributions, the Law of Large Numbers, and the Central Limit Theorem. Prerequisite: MATH 232 or permission of instructor. (Offered annually)

Typical reading: Ross, A First Course in Probability

351 Mathematical Statistics This is a course in the basic mathematical theory of statistics. It includes the theory of estimation, hypothesis testing, and linear models, and, if time permits, a brief introduction to one or more further topics in statistics (e.g., nonparametric statistics, decision theory, experimental design). In conjunction with an investigation of the mathematical theory, attention is paid to the intuitive understanding of the use and limitations of statistical procedures in applied problems. Students are encouraged to investigate a topic of their own choosing in statistics. Prerequisite: MATH 350. (Offered occasionally)

Typical reading: Larsen and Marx, Mathematical Statistics and Its Applications

353 Mathematical Models Drawing on linear algebra and differential equations, this course investigates a variety of mathematical models from the biological and social sciences. In the course of studying these models, such mathematical topics as difference equations, eigenvalues, dynamic systems, and stability are developed. This course emphasizes the involvement of students through the construction and investigation of models on their own. Prerequisites: MATH 204 and MATH 237 or permission of the instructor. (Offered alternate years)

Typical reading: Haberman, Mathematical Models

360 Foundations of Geometry An introduction to the axiomatic method as illustrated by neutral, Euclidean, and non-Euclidean geometries. Careful attention is given to proofs and definitions. The historical aspects of the rise of non-Euclidean geometry are explored. This course is highly recommended for students interested in secondary school teaching. Prerequisite: MATH 331 or MATH 375. (Offered alternate years)

Typical reading: Greenberg, Euclidean and Non-Euclidean Geometries: History and Development

371 Topics in Mathematics Each time this course is offered, it covers a topic in mathematics that is not usually offered as a regular course. This course may be repeated for grade or credit. Recent topics include combinatorics, graph theory, and wavelets. Prerequisite: MATH 135 and MATH 204 or permission of instructor. (Offered occasionally)

375 Abstract Algebra I This course studies abstract algebraic systems such as groups, examples of which are abundant throughout mathematics. It attempts to understand the process of mathematical abstraction, the formulation of algebraic axiom
systems, and the development of an abstract theory from these axiom systems. An important objective of the course is mastery of the reasoning characteristic of abstract mathematics. Prerequisites: MATH 135 and MATH 204 or permission of the instructor. (Offered occasionally)  
Typical reading: Fraleigh, *A First Course in Abstract Algebra*

376 Abstract Algebra II This course is a continuation of the study of algebraic systems begun in MATH 375. Among the topics covered are rings, fields, principal ideal domains, unique factorization domains, Euclidean domains, field extensions, and finite fields. The latter portion of the course emphasizes applications of group, ring, and field theory drawn from such areas as error-correcting codes, exact computing, crystallography, integer programming, cryptography, and combinatorics. Prerequisite: MATH 375. (Offered occasionally)  
Typical readings: Mackiew, *Applications of Abstract Algebra*; Hadlock, *Field Theory and Its Classical Problems*

380 Mathematical Logic First order logic is developed as a basis for understanding the nature of mathematical proofs and constructions and to gain skills in dealing with formal languages. Topics covered include propositional and sentential logic, logical proofs, and models of theories. Examples are drawn mainly from mathematics, but the ability to deal with abstract concepts and their formalizations is beneficial. Prerequisite: MATH 204, PHIL 240, or permission of instructor. (Offered occasionally)  
Typical reading: Enderton, *A Mathematical Introduction to Logic*

436 Topology This course covers the fundamentals of point set topology, starting from axioms that define a topological space. Topics typically include: topological equivalence, continuity, connectedness, compactness, metric spaces, product spaces, and separation axioms. Some topics from algebraic topology, such as the fundamental group, might also be introduced. Prerequisite: MATH 331 or permission of the instructor. (Offered occasionally)

446 Real Analysis This course presents a careful study of various concepts of analysis. Such topics as convergence and continuity are briefly examined, first on the real line and then in more general metric spaces. Other topological properties of metric spaces are studied. An examination of different types of integrals concludes the course. Prerequisite: MATH 331 or permission of instructor. (Offered occasionally)  
Typical reading: Goldberg, *Methods of Real Analysis*

448 Introduction to Complex Analysis An introduction to the theory of functions of a complex variable. Topics include the geometry of the complex plane, analytic functions, series expansions, complex integration, and residue theory. When time allows, harmonic functions and boundary value problems are discussed. Prerequisite: MATH 331 or permission of instructor. (Offered alternate years)  
Typical reading: Churchill and Brown, *Introduction to Complex Variables*

450 Independent Study

495 Honors

COMPUTER SCIENCE COURSE DESCRIPTIONS

120 Principles of Computer Science This course is an introduction to computer science that investigates the structure of computers, computer programs, and computer systems, beginning with electronic components. This course examines some of the fundamental ideas of the science of computing and covers a wide variety of topics such as hardware organization, the Internet, programming, and graphics. No prerequisite. This course is required for the major or minor in computer science but another CPSC course may be substituted by permission of the department chair. (Offered each semester)

124 Introduction to Programming An introduction to the theory and practice of computer programming, the emphasis of this course is on techniques of program development, especially abstraction and encapsulation using object-oriented programming. It covers such standard topics as control structures, subroutines, objects, and arrays. Currently, Java is the programming language used in the course. This course has a required lab component. This course is required for the major or minor in computer science. There is no prerequisite, but CPSC 120, or equivalent experience, is recommended. (Offered each semester)

225 Intermediate Programming This course covers advanced programming techniques, including recursion, files, and dynamically-allocated memory. It uses these techniques in the implementation and applications of elementary data structures such as stacks, lists, queues, and binary trees. Currently, C++ is the programming language used in the course. The assignments in this course include at least one large scale or cooperative programming project. Prerequisite: CPSC 124 or permission of instructor. Required for the major in computer science. (Offered each semester)
226 Computer Architecture This course explores how hardware and software work together to perform computations. Theoretical design issues of computers and peripherals are supplemented by practical projects, such as building basic electronic circuits, constructing logic gates and combinational circuits, and assembling and programming a microprocessor-controlled mobile robot. Prerequisites: CPSC 124 and CPSC 225 or permission. (Offered annually)

229 Foundations of Computation This course covers topics in theoretical computer science such as logic, formal proofs, grammars, finite state automata, and computability theory. Applications of these topics to practical problems in computing are discussed. Required for the major in computer science. Prerequisites: CPSC 120 and CPSC 124. (Offered annually)

324 Fundamentals of Computer Graphics This course studies the principles underlying the generation and display of three-dimensional computer graphics. Topics include geometric modeling, transformations, lighting and shading, and one or more graphics systems such as OpenGL. Advanced topics may include ray tracing, radiosity, the mathematics of curves and surfaces, volumetric rendering, and particle systems. Prerequisite: CPSC 225. (Offered alternate years)

327 Data Structures and Algorithms This course is concerned with the study of data structures, their applications, and the algorithms associated with them. Topics include abstract data types, graphs, searching and sorting. The design and analysis of algorithms is also covered, with topics such as efficiency and complexity, NP completeness, dynamic programming, and amortized analysis. Prerequisites: CPSC 225 or permission of instructor. (Offered alternate years)

331 Operating Systems This course includes an examination of the development of various types of operating systems, an overview of components and organization of such systems, and a detailed examination of routines used in common operating systems. System programming projects are assigned throughout the class. Prerequisites: CPSC 225; CPSC 229 is recommended. (Offered alternate years)

333 Organization of Programming Languages This course is concerned with various aspects of the design of programming languages. The course opens with an introduction to assembly language programming, and then examines how high-level programming language features such as control structures, complex data types, and subroutines are implemented in assembly language. Assignments include the creation of a compiler for a simple high-level language. Advanced topics may include exception-handling, concurrency, and functional programming. Prerequisite: CPSC 225 and CPSC 229 or permission of the instructor. (Offered alternate years)

343 Database Theory and Practice Computer databases are used to store, organize, and retrieve large collections of information. This course covers the theoretical foundations of relational databases, database design, SQL, and WWW access to databases. Advanced topics may include object-oriented databases. Prerequisites: CPSC 225 and CPSC 229. (Offered alternate years)

371 Topics in Computer Science This course covers a topic in computer science that is not usually offered as a regular course. This course may be repeated for grade or credit. The most recent topic was Java Web site programming. Prerequisite: CPSC 225 or permission of instructor. (Offered occasionally)

428 Program Translators This course is a survey of the three basic programming language processors: assemblers, interpreters, and compilers. Topics include design and construction of language processors, formal syntactic definition methods, parsing techniques, and code generation techniques. Assignments include actual construction of language processors. Prerequisites: CPSC 225; CPSC 229; at least one 300-level computer science course; CPSC 333 is recommended. (Offered every three years)

441 Computer Networks and Distributed Processing One of the most important recent developments in computing is the explosive growth in the use of computer networks, which allow computers to communicate and work together. This course is an introduction to the theory and practice of computer networks, the software protocols that allow them to operate, and the distributed applications that make use of them. Prerequisites: CPSC 225; and at least one 300-level computer science course. (Offered alternate years)

453 Artificial Intelligence This course serves as an introduction to the major techniques and problems in the field of artificial intelligence. It includes an introduction to either LISP or Prolog, the major programming languages used in artificial intelligence. Topics to be covered may include natural language processing, neural nets, case-based reasoning, robotics, and artificial life. Prerequisites: CPSC 225; CPSC 229; and at least one 300-level computer science course. (Offered alternate years)

450 Independent Study

495 Honors