ENGLISH AND COMPARATIVE LITERATURE

Elisabeth Lyon, Ph.D.; A ssociate Professor, Department Chair
Biman Basu, Ph.D.; A ssistant Professor
Melanie Conroy-Goldman, M.F.A.; A ssistant Professor
James Crenner, Ph.D.; Professor, The John Milton Potter Chair
Peter M. Cummings, Ph.D.; Professor
Laurence Erussard, Ph.D.; A ssistant Professor
Robert F. Gross, Ph.D.; Professor
Grant I. Holly, Ph.D.; Professor
Daniel O'Connell, Ph.D.; A ssistant Professor
Lee Quinby, Ph.D.; Professor, The Donald R. Harter '39 Chair
Deborah Tall, M.F.A.; Professor
David Weiss, M.F.A.; Professor

The Department of English offers a wide variety of courses open to all students. Students not majoring or minoring in English or comparative literature and students not yet certain of their major can take courses for their own interest without prerequisites. Some courses are specifically designed for non-majors.

The department offers disciplinary majors and minors in both English and comparative literature. Within the English and comparative literature major, a student is required to choose one area of concentration from a list of approved concentrations, or to develop a self-designed concentration in consultation with an adviser.

Concentrations consist of at least three courses which serve to provide focus within the larger discipline. Concentrations may be defined by literary history, genre, or field of study. A genre concentration could, for example, include three courses on poetry, while a literary history concentration might provide an overview of literary history, or allow students to focus on one particular era. Field of study concentrations in creative writing, film studies, or theory are options for students with particular interests in those areas.

The concentration will appear on the student’s transcript in the following way: Major in English with a Concentration in (selected concentration).

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.

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 Modemist 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 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 372 20th-Century Latin American Literature
ENG 381 Sexuality and American Literature
ENG 389 Shakespeare’s Language
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**  
A n 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 information, 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. (Cummings, offered occasionally)

Typical readings: From The Riverside Shakespeare: A s You Like It, H enry IV, Part I, H amlet, T he T empest, Venus and A donis, 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). A s 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, Thoreau, 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, M.ason, Spring, offered annually)
Typical readings: Crane, W. harton, 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 World War I, looking particularly at responses to industrialization, social class, and gender and race relations. (Patterson, offered alternate years)
Typical readings: Twain, James, W. harton, 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 themselves with the human experience of and relation to nature. These writers lovingly evoke the American landscape while at the same time contemplating the modern environmental crisis. They approach the question of the meaning of nature in our lives in personal, as well as philosophical and ethical, ways. Crosslisted with environmental studies. (Tall, offered alternate years)
Typical readings: Annie Dillard, Gretel Ehrlich, Scott Russell Sanders, Gary Snyder, Susan Griffin, Kim Stafford, Terry Tempest Williams, and Michael Pollan

225 Shakespeare: Histories and Comedies This course considers the separate genres of history, play, and comedy in which Shakespeare worked, and of some theoretical relationships between them. Historical time in the Tudor myth which structures the second tetralogy of history plays is reminiscent of the comic time of the romantic comedies. Both deal with the correction of disorder by wisdom and love so that life can be affirmed. Biographical facts about Shakespeare are introduced along with Elizabethan philosophical backgrounds in order to render the texts more accessible to the modern reader. (Cummings, Fall, offered annually)
Typical readings: Selections from The Norton Shakespeare: the second tetralogy, Richard II, Henry IV, Parts 1 and 2, and Henry V; selected comedies, The Taming of the Shrew, Much Ado about Nothing, and As You Like It

226 Shakespeare: Tragedies By looking at various ideas about tragedy, from Aristotle's classical formulations in the Poetics to the Christian and commonplace notions of Shakespeare's time in Renaissance England, this course talks about different ways of expressing and understanding the idea of tragedy. What, or what, brings about the end? Fate or chance? God or the devil? A crucial flaw in the psychological life of the protagonist? A gainst this critical and historical background, and by means of close analysis of Shakespeare's unique control of language and dramatic technique, the course studies the four famous tragedies: Hamlet, Othello, King Lear, and Macbeth. Because of the special and frequent use made of its introductions, illustrations, maps, tables, and appendices, The Norton Shakespeare is a text required of all students. (Cummings, Spring, offered annually)
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.

(Prerequisites: ENG 101 (Holly, offered alternate years)
Typical readings: Beowulf; 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, T uncle of Plenty; Amg, W atching 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. A tention 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 Mode, the dominant (culturally, economically, ideologically) mode of filmmaking in the world today (although not the only mode). A 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; W ilness; Rain M an; 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-

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. T his 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; A ustin, N orthanger A bbey; Piranesi, T he Prisons; Diderot, Rameau's Nephew; Blake, M arriage of Heaven and H ell

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. We 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 we 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, M oll Flanders; Richardson, Pamela or Clarissa; Fielding, J ohn Andrews, Shamel; Rousseau, L a N ouvelle H eloise; Laclos, L es Liaisons D angerouses; M arquis de S ade, Justine; C leland, F anny H ill; A ustin, Emma

250 English Romanticism T hat 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 canoness 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. (Offered alternate years)

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

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: Selected readings in Blake, Coleridge, Wordsworth, Keats, Shelley

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 sadomasochism and of theories of the sublime on the development of the genre. Prerequisite: EN 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; Rhys, 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 aesthete 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 H. ope s 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: A.ustin, Mansfield Park; C. Brontë, Jane Eyre; E. Brontë, Wuthering Heights; Eliot, M. idle march; 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: EN 101. (Offered alternate years)

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. (Offered occasionally)

Typical readings: Huysmans, Against the Grain; Stevens, Poems; Cavafy, Poems; Camus, The Fall; Mamm, Death in Venice
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>262</td>
<td>The Irish Literary Renaissance</td>
<td>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</td>
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<td>264</td>
<td>Post W W II American Poetry</td>
<td>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, Glück, Graham, Dove</td>
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<td>270</td>
<td>American Drama</td>
<td>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 T theatre and the Wooster Group. The course will trace the development of dramatic forms, theatrical organizations, and changing styles in directing, acting and design. (Gross, offered every three years)</td>
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<td>275</td>
<td>Theatre Techniques: Acting II</td>
<td>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. A ctor 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)</td>
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<td>278</td>
<td>Introduction to Dramatic Literature</td>
<td>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 A sian to European, &quot;classic&quot; to contemporary. (Staff, offered alternate years)</td>
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<td>281</td>
<td>Literature of Sexual Minorities</td>
<td>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, T, The Well of Loneliness; Vidal, The City and The Pillar; Baldwin, Giovanni’s Room; Bannon, I A M A W oman; Brown, Rubyfruit Jungle; Forster, M aurice</td>
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<td>284</td>
<td>Comic Agony</td>
<td>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, W it and its Relations to the Unconscious; Bergson, Laughter; W est, Miss Lonelyhearts; N abokov, Laughter in the Dark; Southern, T, The Magic C hristian</td>
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<td>285</td>
<td>Three English Novelists</td>
<td>In this course's close reading of three of the major novelists of the British tradition—Virginia W oolf, 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, T o the Lighthouse, M rs. Dalloway, T he W aves; Conrad, Lord Jim, N ostromo; Lawrence, Sons and Lovers, T he Rainbow, Lady C hatterly’s Lover; Conrad, H eart of Darkness</td>
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<td>287c, 288c, 289</td>
<td>Film Histories I, II, III</td>
<td>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:</td>
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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.) (Basu, 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. (Basu, offered annually)
Typical readings: Hurston, Their Eyes Were Watching God; Larsen, Passing; Himes, If He Hollers Let Him Go; W right, 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 Du Bois 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)

294 Story and History
This course examines first, the delineation between historiography and historical fiction writing. Then, it considers problems and controversies facing each genre, and how these problems serve to blur the boundaries.

Students look at several texts which occupy spaces in between the strict division, and explore the challenges these texts pose to the distinction. Finally, students read some works of contemporary historical fiction and discuss the ways these fictions respond to the problems of historical truth. Prerequisite: ENG 101 or 102. (Conroy-Goldman, offered alternate years)
Typical readings: Schama, Dead Certainties; W echsler, Mr. Wilson's Cabinet of Wonders; Delillo, Libra; Byan, Possession

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, Barthès, 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 annually)

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 story. 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; Mame, 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 writing sample. (Tall, Spring, offered annually)

Typical readings: Selections from Didion, Orwell, Dillard, Lopate, McPhee, Walker, Kingston, Kincaid, Sanders, and others

312c Psychoanalysis and Literature A side from its aspirations to being medicine or a science, psychoanalysis constitutes a powerful theory of reading, which, in its emergence at the beginning of the 20th century, corresponds to the revolution in interpretation which continues into our own time. The aim of this course is to study this theory of reading in order to show how it is the foundation of such interpretive concepts and procedures as close reading, text, and the intentional fallacy, as well as being both the source and critique of the modern handling of such interpretational elements as image, myth, and meaning. (Holly, offered alternate years)

Typical readings: Freud, The Interpretation of Dreams, and selected writings; Sophocles, Oedipus Tyrannus; Plato, The Phaedrus; Shakespeare, The Tempest; Nabokov, Lolita; selected short stories

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; Kingsley, Travels in West Africa; Greene, The Quiet American; Matthiessen, At Play in the Fields of the Lord; Salieh, 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. (Offered annually)

Typical readings: Douglass, Narrative of the Life; Styron, The Confessions of Nat Turner; Morrison, Beloved; Jones, Corregidora; Butler, Kindred; Williams, Dessa Rose

327C 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 Menippean 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. (Cummings, offered alternate years)

Typical readings: A riosto, 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 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, eccentrics 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, W. H.orton, James, and others. (Crenner, offered alternate years)

Typical readings: Poe, The M order in the Rue Morgue, H.awthorne, The Minister's Black Veil; Stowe, The Minister's Housekeeper; Melville, Bartleby, the Scrivener; T. wain, 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 problematic 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, Horses and Saints; Sandra Cisneros, The House on Mango Street; A. my T an, The Joy Luck Club; Sherley Anne Williams, Dessa Rose; Bharati Mulkjherjee, Middleman; Toni Morrison, Tar Baby; and others.

343 After Huckle 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; McDermott, T. hat Night; Cisneros, House on Mango Street; M. cabe, Butcher Boy; Moody, Ice Storm; Maxwell, So Long. See You Tomorrow; Kincaid, Annie John; Eugenides, Virgin Suicides; Johnson, Jesus' 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

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 scanions and syncopations. (Cummings, offered every three years)

Typical readings: work from Shakespeare’s early, middle, and late periods
Earth’s environment is maintained through complex feedback mechanisms which, over geologic time, have operated to keep that environment within a range appropriate for life. Humans have always affected the environment, but since industrialization the nature and scope of their impact has increased dramatically. Presently, our 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 it 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.

AREAS OF CONCENTRATION

Core and elective environmental studies courses can be selected, in consultation with an adviser, to complete an area of concentration, e.g., environmental science, concepts of nature, social ecology, public policy, and aquatic studies.

Environmental Science emphasizes scientific approaches to environmental issues. Within this area, students can focus on a particular approach to environmental issues (e.g., environmental chemistry) with a program concentrated in one department, or focus on an environmental issue (e.g., global change), resulting in a program that spans multiple departments. Careful selection of elective courses is the key to developing a coherent program of study within this area of concentration. A double major is highly recommended where the disciplinary major is one of the natural science departments.

Concepts of Nature focuses on the conceptual lenses through which one views both the natural and built environments.

Social Ecology emphasizes the impact of social, economic, and political arrangements of human life on the environment, connecting environmental issues to the ways in which people live, and have lived, their lives. This area offers a choice of concentrations in work, ethical and moral issues, and communities and history.

Public Policy concentrates on public policy and economics and their relationship with environmental issues. It emphasizes the ways in which policies are shaped and put in place, the ends they serve, and their economic consequences or trade-offs involved.

Aquatic Studies emphasizes the environmental aspects of the hydrosphere including watersheds, lakes, streams, wetlands, groundwater, the atmosphere,
and the oceans. Within this area, students can focus on aquatic science courses, or focus on an aquatic topic (e.g., water resources and protection), resulting in a program that spans multiple departments. A double major, where the second major is in a discipline, is highly recommended.

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 INTRODUCTORY COURSES
Topics in Environmental Studies
ENV 110-01 Biodiversity (Newell or Arens)
ENV 110-02 Energy (Drennen and Halfman)
ENV 110-03 Water (B. McKinney and Ryan)
ENV 110-04 Global Climate Change (Curtin)
ENV 110-05 Sense of Place (Tall)
| ARCH 312 | Theories of Modern Architecture and Urbanism (Mathews) | GEO 280 | Hydrogeology and Geochemistry (Curtin) |
| ART 102 | Renaissance to Modern Art (Ciletti) | GEO 320 | Sediments and Sedimentary Rocks (Curtin) |
| ART 116 | World Architecture (Mathews) | GEO 330 | Limnology (Halfman) |
| ART 234 | Photography (Jones) | HIST 204 | History of American Society (Singal) |
| ART 301 | Photography Workshop (Jones) | HIST 208 | Women in American History (Tetault) |
| BIDS 120 | Russia and the Environment (Galloway) | HIST 234 | Medieval History (Flynn) |
| BIDS 219 | Math Models and Biological Systems (Mitchell and Ryan) | HIST 253 | Renaissance and Reformation (Flynn) |
| BIOL 212 | Biostatistics (Glover, Droney) | HIST 256 | Technology and Society in Europe (Linton) |
| BIOL 220 | Genetics (Glover) | HIST 264 | Modern European City (Linton) |
| BIOL 225 | Ecology (Newell) | HIST 310 | Rise of Industrial America (Hood) |
| BIOL 233 | General Physiology (Deutchlander) | HIST 311 | 20th-Century America: 19170-1941 (Hood) |
| BIOL 236 | Evolution (Droney) | HIST 312 | The U.S. Since 1939 (Singal) |
| BIOL 315 | Advanced Topics (Staff) | HIST 397 | Environmental History Seminar (Hood) |
| BIOL 316 | Conservation Biology (Shelley) | MATH 130 | Calculus I (math faculty) |
| BIOL 327 | Behavioral Ecology (Droney) | MATH 131 | Calculus II (math faculty) |
| BIOL 339 | Physiological Ecology (Newell) | MATH 214 | Applied Linear Algebra (math faculty) |
| CHEM 120 | Chemical Reactivity (chemistry faculty) | MATH 232 | Multivariable Calculus (math faculty) |
| CHEM 210 | Quantitative Chemical Analysis (Bowyer) | MATH 237 | Differential Equations (math faculty) |
| CHEM 240 | Introduction to Organic Chemistry (Pelkey) | MATH 350 | Probability (math faculty) |
| CHEM 241 | Intermediate Organic Chemistry (Pelkey) | MATH 353 | Mathematical Models (math faculty) |
| CHEM 260 | Environmental Chemistry (Bowyer) | PHIL 190 | Facts and Values (Simson) |
| CHEM 348 | Biochemistry I (Craig) | PHIL 232 | Liberty and Community (Lee) |
| CPSC 124 | Introduction to Programming (computer science faculty) | PHIL 235 | Morality and Self Interest (Lee) |
| ECON 202 | Statistics (economics faculty) | PHIL 236 | Philosophy of Law (Lee) |
| ECON 213 | Urban Economics (McGuire) | PHIL 238 | Philosophy of Natural Science (Brophy) |
| ECON 230 | History of Economic Thought (Gilbert) | PHIL 372 | Early Modern Philosophy (Brophy) |
| ECON 232 | U.S. Economy: A Critical Analysis (Gunn) | PHYS 150 | Introduction to Physics I (physics faculty) |
| ECON 301 | Microeconomic Theory and Policy (economics faculty) | PHYS 160 | Introduction to Physics II (physics faculty) |
| ECON 316 | Labor Market Analysis (Mertens) | PHYS 270 | Modern Physics (physics faculty) |
| ECON 348 | Natural Resources and Energy Economics (Drennen) | PHYS 285 | Mathematical Methods (physics faculty) |
| ECON 461 | Seminar: Environmental Economics (Drennen) | POL 215 | Minority Group Politics (Johnson, Lucas) |
| EDUC 334 | Science and Cognition (MaKinster) | POL 216 | African-American Women |
| EDUC 348 | Our National Parks (MaKinster) | POL 219 | Sexual Minority Movements and Public Policy (Rimmerman) |
| ENG 207 | American Literature to Melville (Patterson) | POL 236 | Urban Politics (Rimmerman) |
| ENG 250 | English Romantic Poets | POL 320 | Mass Media (Deutchman) |
| ENG 257 | Dickens and His World | SOC 221 | Sociology of Minorities |
| ENG 338 | Poe, Dickinson, Frost (Crenner) | SOC 222 | Social Change (Bennett) |
| GEO 230 | Problems in Earth History (Arens) | SOC 223 | Social Stratification (Mason) |
| GEO 240 | Mineralogy (Mckinney) | SOC 225 | Sociology of the Family (Bennett) |
| GEO 250 | Physical Oceanography (Laird) | SOC 244 | Religion in American Society (Perkins) |
| GEO 260 | Meteorology (Laird) | SOC 251 | Sociology of the City (Spates) |
| SOC 257 | Political Sociology (Monson) |
SOC 258 Social Problems (Mason)
SOC 275 Social Policy (Monson)
SOC 290 Sociology of Community (Harris)
SOC 300 Classical Sociological Theory (Moodie, Spates)
SOC 325 Moral Sociology and the Good Society (Spates)

* Various internship (Boston Program, SLPW A, etc.) and abroad opportunities (e.g., Australia/New Zealand, Mexico, Ecuador, Washington, DC, etc.) offer courses not listed here that may substitute for environmental studies electives and/or the SIE requirement. All substitutions must be approved by the program director.

EXAMPLE CONCENTRATIONS

NATURAL SCIENCES
Select courses from one theme, e.g., the earth, ecology, global change, or from one department that is unique from your disciplinary major or minor.

BIDS 219 Math Models and Biological Systems
Biol 212 Biostatistics
Biol 220 General Genetics
Biol 225 Ecology
Biol 233 General Physiology
Biol 236 Evolution
Biol 316 Conservation Biology
Biol 327 Behavioral Ecology
Biol 339 Physiological Ecology
Chem 120 Chemical Reactivity
Chem 210 Quantitative Chemical Analysis
Chem 240 Introduction to Organic Chemistry
Chem 241 Intermediate Organic Chemistry
Chem 348 Biochemistry I
CPSC 124 Introduction to Programming
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
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
Phys 150 Introduction to Physics I
Phys 160 Introduction to Physics II

PHYS 270 Modern Physics
PHYS 285 Mathematical Methods

CONCEPTS OF NATURE
Select courses from each group.

Aesthetic, Literary and Religious Concepts
AMST 201 American Attitudes toward Nature
ARCH 301 Design II: The Immediate Environment
ARCH 302 Design III: The Wider Environment
ARCH 311 History of Modern Architecture
Art 102 Renaissance to Modern Art
Art 116 World Architecture
Art 234 Photography
Art 301 Photography Workshop
Art 340 American Architecture to 1900
Art 451 Senior Seminar: Art and Ecology
Eng 207 American Literature to Melville
Eng 223 Environmental Literature
Eng 338 Poe, Dickinson, Frost
Eng 250 English Romantic Poets

Ethical Concepts
Phil 154 Issues: Environmental Ethics
Phil 190 Facts and Values
Phil 232 Liberty and Community
Phil 235 Morality and Self Interest

Methodological Concepts
Edu 334 Science and Cognition
Phil 239 Philosophy of Natural Science
Phil 372 Early Modern Philosophy

Social and Historical Concepts
Anth 210 Prehistoric Ecology
Anth 280 Environment and Culture: Cultural Ecology
Econ 212 Environmental Economics
Econ 348 Natural Resources and Energy Economics
Hist 215 American Urban History
Hist 234 Medieval History
Hist 246 American Environmental History
Hist 253 Renaissance and Reformation
Hist 256 Technology and Society in Europe
Hist 310 Rise of Industrial America
Pol 328 Environmental Policy
Soc 249 Technology and Society
Soc 251 Sociology of the City
Soc 271 Sociology of Environmental Issues

SOCIAL ECOLOGY
Essential courses: Anth 210, Anth 280 or Hist 246, Econ 212 or Econ 236, Pol 328, Soc 249 or Soc 271. Select
remaining courses from any one of the following groups.

**Work Concentration**
- ANTH 271 Jobs, Power and Capital
- ECON 316 Labor Market Analysis
- HIST 256 Technology and Society in Europe
- HIST 310 Rise of Industrial America
- SOC 290 Sociology of Community

**Ethical and Moral Issues Concentration**
- AMST 101 American I, Eye, Aye
- AMST 201 American Attitudes Toward Nature
- PHIL 154 Issues: Environmental Ethics
- PHIL 190 Facts and Values
- PHIL 235 Morality and Self Interest
- SOC 300 Classical Sociological Theory
- SOC 325 Moral Sociology and the Good Society

**Communities and History Concentration**
- ANTH 206 Early Cities
- ANTH 210 Prehistoric Ecology
- ANTH 247 Urban Anthropology
- ANTH 280 Environment and Culture: Cultural Ecology
- ANTH 296 African Cultures
- ANTH 297 Peoples and Cultures of Latin America
- ANTH 298 Modern Japan
- ANTH 326 Patterns and Processes in Ancient Mesoamerica Urbanism
- HIST 204 History of American Society
- HIST 215 American Urban History
- HIST 246 American Environmental History
- HIST 264 Modern European City
- HIST 397 Environmental History Seminar
- PHIL 232 Liberty and Community
- POL 216 African American Women
- SOC 221 Sociology of Minorities
- SOC 223 Social Stratification
- SOC 244 Religion in American Society
- SOC 258 Social Problems
- SOC 271 Sociology of Environmental Issues
- SOC 290 Sociology of Community

**Other related courses**
- ANTH 247 Urban Anthropology
- ANTH 273 Ethnographic Research and Methods
- ARCH 312 Theories of Modern Architecture and Urbanism
- ART 451 Senior Seminar: Art and Ecology
- ECON 202 Statistics
- ECON 213 Urban Economics
- ECON 232 U.S. Economy: A Critical Analysis
- ECON 301 Microeconomic Theory and Policy
- HIST 208 Women in American History
- HIST 215 American Urban History
- HIST 246 American Environmental History
- 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
- PHIL 232 Liberty and Community
- PHIL 235 Morality and Self Interest
- PHIL 236 Philosophy of Law
- POL 215 Minority Group Politics
- POL 219 Sexual Minority Movements and Public Policy
- POL 236 Urban Politics
- POL 320 Mass Media
- SOC 221 Sociology of Minorities
- SOC 222 Social Change
- SOC 223 Social Stratification
- SOC 225 Sociology of the Family
- SOC 257 Political Sociology

**AQUATIC STUDIES**
- Essential courses: CHEM 260; GEO 250, GEO 260, GEO 280, GEO 330. Other related courses: BIDIS 219, BIOL 212, BIOL 225; CHEM 210, ECON 212; ECON 348; GEO 320, MATH 232, MATH 237.

**COURSE DESCRIPTIONS**

**110 Topics in Environmental Studies**

Our introductory requirement emphasizes the interdisciplinary nature of selected pressing environmental issues. Each semester a variety of sections of this introductory requirement will be available, each with its own environmental topic. The current topics include: Biodiversity, Energy, Water, Global Climate Change, and Sense of Place and Environmental Consciousness. Their individual descriptions are found below. This course, ENV 110, is not open to juniors and seniors. Juniors and seniors who have not taken this course are required to replace this required course with any other ES Core course. (ES Faculty, offered each semester)
Biodiversity Students explore the origins and history of all that diversity, including Earth’s history of species? Do other species have a right to exist? These are a few of the difficult questions addressed in this course. Students draw upon biology, geoscience, philosophy, and political science as they explore patterns of biodiversity and gain over time, impacts of reductions in biodiversity, strategies for the protection of biodiversity, and philosophical arguments for biodiversity’s protection. (Neswell, Staff, offered annually)

Typical readings: Leopold, A Sand County Almanac; Wilson, Biophilia; other readings from journals, magazines, and newspapers

Biodiversity Biologists estimate that Earth is populated by between 10 million and 100 million species. Each is unique and these differences constitute biodiversity. In this course students examine various aspects of the energy question to many applications? In this course, students develop sufficient, environmentally safe, and adaptable energy sources and discuss advantages and disadvantages. Which source of energy is better? What does “better” mean? Which source of energy is over the long term, sufficient, environmentally safe, and adaptable to many applications? In this course, students examine various aspects of the energy question to arrive at answers to these and other questions. (Halfman/Drennen, Spring, offered annually)

Typical readings: Hinrichs, Energy; other readings from scientific journals, newspapers

Energy Life cannot exist without energy. Life on Earth harnesses energy from the sun and other plants and animals. Society harnesses energy from fossil and modern organic matter, from atoms, the sun, wind, and tides, and from the earth’s interior. Each energy source harnessed by society has a set of environmental, technological, geologic, economic, social, and moral advantages and disadvantages. Which source of energy is better? What does “better” mean? Which source of energy is over the long term, sufficient, environmentally safe, and adaptable to many applications? In this course, students examine various aspects of the energy question to arrive at answers to these and other questions. (Halfman/Drennen, Spring, offered annually)

Typical readings: Hinrichs, Energy; other readings from scientific journals, newspapers

Water This course examines water as a critical, renewable resource using several different perspectives. Initially, students seek a scientific understanding of how water moves and the aquatic ecosystems it supports. Then they look at water use and development in the arid western United States 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 Today, an experiment is being conducted upon the world in which we live: What is the global effect of increasing the amount of greenhouse gases in the atmosphere through the burning of fossil fuels, deforestation, etc.? This class addresses numerous questions and perspectives regarding global change. What is global change? What causes it? What are the consequences? How does it affect climate change? What does it mean? 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 effect an individual’s/country’s perspective or role in experiencing/dealing with the consequences of global climate change? A number out-of-classroom activities will be required, involving fieldtrips and supporting the local community on issues related to global change. (Curtin, 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, anthropologists, 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. The class touches on such subjects as sacred land vs. commercial land, utopian experiments, contemporary gated communities, “virtual” places, and the slow food movement. And students use the Geneva area as a case study 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.

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)

Typical readings: Rudel, Tropical Deforestation; Kolata, The Tiwanaku: Portrait of an Andean Culture

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 visited firsthand. Other important environmental issues such as microclimates, El Niño, farming practices/sustainability (previous and current) and the effects of/to ancient civilizations in the area as well as the ongoing rainforest destruction are also covered. (Staff, Ecuador Program)

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 one of our brown bag seminars. (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 towards the completion of an overall class goal. Completion of the group senior integrative experiences 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 one of our brown bag seminars. (Staff, Fall, offered annually)
EUROPEAN STUDIES

Program Faculty
Susanne McNally, History, Coordinator
Eugen Baer, Philosophy
Scott Brophy, Philosophy
Clarence Butler, Modern Languages
Elena Ciletti, Art
Peter Cummings, English
Marie France Etienne, Modern Languages
Laurence Erussard, English
Maureen Flynn, History
Catherine Gallouët, Modern Languages
Grant Holly, English
Jo-Anna Isaak, Art
George Joseph, Modern Languages
Judith McKinney, Economics
Patricia Myers, Music
Daniel O'Connell, English
David Ost, Political Science
Linda Robertson, Media and Society
John Shovlin, History
James Spates, Sociology

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.

REQUIREMENTS FOR THE MAJOR (B.A.)
interdisciplinary, 11 courses
EU ST 101 and 102; 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
EU ST 101 or 102; 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 towards 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.

ANTH 205 Race, Class and Ethnicity
ANTH 271 Jobs, Power and Capital
ART 211 Feminism in the Arts
BIDS 200 Dialogues in Critical Social Studies
ECON 212 Environmental Economics
ECON 230 History of Economic Thought
ECON 236 Introduction to Radical Political Economy
ECON 305 Political Economy
ECON 310 Economics and Gender
HIST 102 Modern World
HIST 375 Seminar: Western Civilization and Its Discontents
POL 160 Introduction to Political Theory
POL 265 Modern Political Theory
POL 379 Radical Thought, Left and Right
REL 402 Conflict of Interpretations
SOC 340 Feminist Sociological Theory
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
FRNE 311 Feudal Women in France, Vietnam and Japan
HIST 367 Women and the State: Russia

A Case Study in Comparative Development—Russia and France
ECON 146 Russian Economy: From Plan to Market
FRNE 395 Society and Culture of the Ancien Régime
HIST 223 Modern France
HIST 237 Europe Since the War
HIST 260 Peter the Great to 1917

COURSE DESCRIPTIONS
101 Foundations of European Studies I: Antiquity to Renaissance A rising from the conjunction, over time, of ancient Mediterranean peoples with other indigenous groups, the set of cultures known as “European” continues to influence us. Drawing on art, history, literature, music, and philosophy from Greco Roman antiquity to the Renaissance, this course explores, both historically and critically, some of the core ideas which characterize these European cultures. (Baer, Sage, Robertson)
Typical readings: selected works from the Greek, Roman, Medieval and Renaissance literature in history and philosophy. Examples include Homer, Sophocles, Plato, Herodotus, Livy, Perpetua, Hildegard, Catherine of Siena, Boccaccio, A quinas, Maimonides, Machiavelli, Voyages of Columbus
FISHER CENTER

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 and labor; globalization and education; and, for 2004-2005, globalization, rights and health.

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. The 2004-05 topical theme is “Globalization, Rights and Health.”

102 Foundations of European Studies II: Early Modern to Postmodern Europe The course explores the structural transformations Europe has undergone since the sixteenth century while assessing critical European engagement with those transformations. Some of the topics covered are: the rise and transformation of the European state system; the Reformation; the development of capitalism and a class society; the origins of democratic liberalism; scientific and technological revolution; the Enlightenment; imperialism and colonization; the development of the modern subject; and Europe in the age of globalization. (O’Connell, Shovlin) Typical readings: Machiavelli, The Prince; Defoe, Robinson Crusoe; Locke, Second Treatise of Government; Marx & Engels, The Communist Manifesto; Dickens, Hard Times; Conrad, Heart of Darkness; Camus, The Fall.
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. 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 Dakar, Sénegal (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’ chair. Arrangements for off campus programs are made through the Center for Global Education.

The French and Francophone studies program offers a disciplinary major in French and Francophone studies, 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 in Aix or Dakar the main multidisciplinary curricular core component. The interdisciplinary Francophone studies minor acknowledges the variety
courses from FRÉ 251, FRÉ 252, FRÉ 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 an area of concentration, Traditions Françaises, or Parcours Multiculturel.

REQUIREMENTS FOR THE TRADITIONS FRANÇAISES CONCENTRATION FOR THE MAJOR (B.A.)
FRÉ 226, FRÉ 227 (or the equivalent); FRÉ 241; FRÉ 251 and FRÉ 252 (must be completed before the senior year); two other 300-level French courses taught in French, one in the senior year; 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 (Aix-en Provence or Dakar, Sénégal).

REQUIREMENTS FOR THE PARCOURS MULTICULTURELS CONCENTRATION FOR THE MAJOR (B.A.)
FRÉ 226 and FRÉ 227 (or equivalent); FRÉ 243; FRÉ 251 or FRÉ 252; and FRÉ 253 (must be completed before the senior year); two Francophone courses at the 300 level, one in the senior year; 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 a Francophone country other than France (Sénégal).

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 Aix-en Provence, France; Dakar, Sénégal; Geneva, Switzerland; or Hanoi, Vietnam, is strongly recommended.

COURSES IN ENGLISH
FRNE 111 Them and Us: Diversity in Modern France
FRNE 211 Black African Literature: The Quest for Identity
FRNE 213 Vietnamese Literature in translation
FRNE 218 Island Voices: Culture and Identity In French Caribbean Literature
FRNE 219 Beyond Colonialism: Maghreb Cultures and Literatures
FRNE 311 Feudal Women in France, Vietnam and Japan
FRNE 341 Boulevard Saint-Germain
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, Écrire 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 XVIth century
FRE 384 Topics in XVIIth and XVIIIth century
FRE 385 Topics in XIXth and XXth century

Crosslisted Courses (Interdisciplinary Minor)
ALST 150 Foundations of Africana Studies
ALST 214 Sénégal: an Orientation
ALST 216 African Literature II: National Literatures of Africa
ALST 240 Third World Women's Texts
ALST 310 Black Images/ White Myths
ART 101 Ancient to Medieval
ART 102 Renaissance to Modern
ART 116 World Architecture
ART 216 Medieval Monuments
ART 240 European Painting in 19th Century
ART 249 Islamic Art and Architecture
ART 389 Rococo to Revolution
DAN 210 Dance History I
DAN 212 Dance History II
DAN 214 Dance History III
HIST 103 Revolutionary Europe
HIST 223 Modern France
HIST 234 Medieval History
HIST 241 The Politics of Gender and Family
HIST 250 Medieval Popular Culture
HIST 257 The French Revolution
HIST 259 African Politics
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
POL 140 Comparative Politics
POL 180 Introduction to International Relations
POL 243 Europe After Communism
POL 245 Politics of the New Europe
POL 265 Modern Political Philosophy
POL 296 International Law
POL 428 Pan Africanism
REL 219 Introduction to Islamic tradition
REL 236 Gender and Islam
REL 242 Islamic Mysticism
REL 321 Muslim Women in Literature

COURSE DESCRIPTIONS
COURSES IN ENGLISH (FRNE)
FRNE 111 Them and Us: Diversity in Contemporary France
This course introduces the students on the problematics of the place of the other in a modern society, namely France. The principles on which this society is organized (referring particularly to the 1789 Déclaration des droits de l’homme et du citoyen). What becomes of these principles today in the face of growing resentment on perceived immigration, and a crisis in national identity is analyzed in writings from media and creative discourse. A study of the current national debate on the Islamic veil in the Republic serves to illustrate the undercurrents of the contemporary French mentalités. (Gallouët)
FRNE 211 Black African Literature I: The Quest for Identity
An introduction to both oral and written forms from Black Africa. This course considers how writers and bards seek to create an identity for their societies and themselves in face of pressures not only from foreign cultures, but also from within their own societies. (Joseph)
Typical readings: Sundiata, Wolof oral poetry, Camara Laye, Ousmane Sembène, Chinua Achebe, Ngugi, Emechetta, Gordimer, Wickham, Head

FRNE 213 Vietnamese Literature in Translation
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)
Typical readings: Duong Thu Huong, Nguyen Du, Nguyen Huy Thiep, Thich Nhat Hanh, Ho Xuan Huong

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 Afric and metaphors of root; writing in diaspora; gender and literature relations. Taught in English. (Dahouda)
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 faces many challenges: national, tribal, linguistic and personal identities, the various faces of Islam, tradition and modernity. The texts introduce students into an extraordinarily diverse culture that seeks solutions to all the challenges of contemporary Algeria, Morocco, and Tunisia. (Gallouët)
Typical readings: readings from contemporary essayist and fiction authors such as Arouche, Djebbar, Memm, Mokeddem, Ben Jelloun, Yacine, Feraoun, Khadra

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)
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 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 Sophomore 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
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 weekly mandatory laboratories. It is open only to students with no prior experience in French, or students who have been placed in FRE 101. (Offered each semester)

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. (Offered each semester)
105 Beginning French in Review  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 CD-Roms, computerized drilling exercises, and interactive World Wide 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. (Fall, offered alternate years)

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 weekly mandatory laboratories. Prerequisite: FRE 102, or permission of the instructor.

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 weekly mandatory laboratories. Prerequisite: FRE 121, or permission of the instructor.

125 Intermediate French in Review  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 technology. 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 permission of the instructor. (Fall)

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 weekly mandatory laboratories. Prerequisite: FRE 122 or permission of the instructor. (Fall)

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 will read short stories from the Francophone world and write weekly essays. Prerequisite: FRE 226 or permission of the instructor. (Spring)

241 Prises de vue: Introduction to Contemporary France  This course seeks to analyze contemporary French culture through its representation in films and the press. 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. Prerequisites: FRE 226 and FRE 227, or permission of the instructor. (Gallouët, Fall)

Typical readings: Edmiston, La France contemporaine, Steel, St Onge & St Onge, La Civilisation française en évolution, and weekly films such as La haine, La Vie est un long fleuve tranquille, M lilou en mai, Le fabuleux destin d’Amélie Poulain, Bye Bye, etc.

242 Introduction to Quebec Studies  This course traces the rise and development of the literature from French Canadian and Quebecois 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. (Fall)

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

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
discuss the relations of the Francophone world with France and the USA in the context of globalization. This course provides students with a broader cultural dimension to raise their consciousness of intercultural perspectives. Students improve their level of language proficiency by reading, discussing, writing weekly film reviews, and papers on relevant topics. Prerequisite: FRE 226 and 227, or permission of the instructor. (Offered alternate years)

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

251 Introduction to Literature I: Eros and Thanatos This course follows the theme of love and its relationship to death through texts from medieval to present time, paying particular attention to the role of women in their love/death relationships with men. Students see movies such as Lancelot du Lac, and Hiroshima mon A mour by A lain Resnais. Prerequisite: A ny one of FRE 241, 242, 243 or permission of the instructor. (Offered alternate years)

Typical readings: Troubadours, Chrétien de Troyes, Ronsard, Madame de Lafayette, Racine, Duras, Hébert

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: A ny one of FRE 241, 242, 243 or permission of the instructor. (Offered alternate years)

Typical readings: selections from Montaigne, Descartes, Voltaire, Rousseau, Camus, de Beauvoir, Kristeva, M aulouf, 1789 D éclaration des droits de l’homme et du citoyen

253 Introduction to Literature III: Paris Outre-mer In this course 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: A ny 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, M ontagne, M ontessieuq, de Duras, Senghor, Kourouma, M aulouf

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: Sembene, Onyono, Kourouma, Laye, Duras, Pham Duy Khiem

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. (Offered occasionally)

Typical readings: Fanon, M emmi, Kahoua, Jelloun, Chraibi, Djebar, Mimouni, and Yacine

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 Indo China 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 K hiem, Van T ung, Lè, Loti, Claudel

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 will 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 occasionally)
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, geochemistry, oceanography, meteorology, environmental geology, and hydrology. 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 College’s 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

Typical readings: Césaire, Fanon, Dépestre, Zobel, Condé, Glissant, Schwartz-Bart, Chamoiseau

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. (Joseph, Etienne, Louar, offered occasionally)
Typical readings: Baudelaire, Rimbaud, Mallarmé, Valéry, Breton, Eluard, Apollinaire

380 Images de Femmes Mother or lover, sorceress or goddess, redeemer or temptress—she often is a path toward the divine, or 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: Malleus Maleficarum, Nerval, Gautier, Baudelaire, Cocteau

382 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, Louar, offered occasionally)
Typical readings: Molière, Marivaux, Hugo, Sartre, Beckett, Racine

383 Topics in Middle-Ages and XVIth Renaissance Prerequisites: FRE 251 and FRE 252, or permission of the instructor. (Joseph, offered alternate years)

384 Topics in XVIIth and XVIIIth century Prerequisites: FRE 251 and FRE 252, or permission of the instructor. (Gallouët, offered alternate years)

385 Topics in XIXth and XXth century Prerequisites: FRE 251 and FRE 252, or permission of the instructor. (Etienne, Louar, offered occasionally)

450 Independent Study

495 Honors
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 190; at least three 200-level geoscience courses; at least two 300-level geoscience courses; two additional geoscience courses; CHEM 110; MATH 130; and two additional courses in geoscience, biology, chemistry, computer sciences, mathematics or physics. GEO 160 may count toward the major, but only if it is the first geoscience course taken by a student.

REQUIREMENTS FOR THE MAJOR (B.S.)
disciplinary, 15 courses
At least four 200-level geoscience courses; at least two 300-level geoscience courses; GEO 460; two additional geoscience courses; CHEM 120; MATH 130; MATH 131; PHYS 140; and one additional course in geoscience, biology, chemistry, computer science, mathematics or physics. GEO 160 may count toward the major, but only if it is the first geoscience course taken by a student.

REQUIREMENTS FOR THE MINOR
disciplinary, 5 courses
Four geoscience courses and one additional course in geoscience, biology, chemistry, computer science, mathematics or physics.

COURSE DESCRIPTIONS

160 Weather and Climate A survey of our atmosphere, how it works, and its signature on Earth and its peoples, this course is intended for students who do not have strong science/mathematics backgrounds. Not open to juniors and seniors except by permission of the instructor. (Laird, offered each semester)
Typical readings: Moran and Morgan, Meteorology

190 Environmental Geoscience This is an analytical course investigating our planet and geoenvironmental issues. Plate tectonic theory serves as a foundation to the course. Topics covered include rock origins, surface and subsurface processes and their rates, and geologic time. The emphasis is on geologic environmental issues, including resource management and the risks from natural hazards such as earthquakes, volcanoes, landslides, and hurricanes. Approximately half the laboratory work is in the field. No prerequisites; however, this course is a prerequisite for most geoscience courses. (Offered each semester)
Typical readings: Press and Siever, Understanding Earth, plus supplementary readings

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 structures, facies, and stratigraphy, with the construction of a geologic map as a culminating activity. Prerequisite: GEO 190 or permission of the instructor. (Offered alternate years)
Typical readings: Prothero, Dott, and Dott, Evolution of the Earth

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 190 and CHEM 110 (or concurrent enrollment). (McKinney, offered annually)
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 examine the distribution of heat, temperature, salinity, and water movements and how they interact with the atmosphere, both on a global scale and on the more localized scale represented by Seneca Lake. Laboratory meets once a week and many meetings are aboard the HWS Explorer on Seneca Lake. Prerequisite: Calculus or concurrent registration or consent of instructor. (Laird, offered annually)

Typical reading: Pinet, Invitation to Oceanography

260 Meteorology An introduction to the workings of the atmosphere, this course covers topics such as cloud formation (i.e., atmospheric physics) and the use of the thermodynamic diagram, precipitation processes, radiative transfer of energy and the earth’s energy budget; winds (on a global and synoptic scale), and an introduction to forecasting. Prerequisite: One semester of calculus (or concurrent registration or consent of instructor). (Laird, offered annually)

Typical reading: Stull, Meteorology Today for Engineers and Scientists

280 Hydrogeology and Geochemistry This is an analytical course investigating surface and subsurface water and its interaction with its chemical environment. Hydrogeology has experienced rapid growth of career opportunities in recent years due to the increasing demand on our water resources for industrial, agricultural, and municipal uses and dwindling supply of freshwater from contamination. Lecture and laboratory topics include the hydrologic cycle, surface and ground water flow, geochemical cycles, hydrogeochemistry, water quality issues, pollutant transport, and other environmental concerns. More than half the laboratory work is in the field. Prerequisites: GEO 190, CHEM 120 or by permission. (Curtin, Spring, offered annually)

Typical readings: Fetter, Applied Hydrogeology and Berner and Berner, Global Environment

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 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, Fall, 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: GEO 190, 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 systems. 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 are conducted on Seneca Lake aboard the HWS Explorer. Prerequisites: CHEM 120 and GEO 190 (Halfman, offered alternate years)

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)
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. (McKinney, offered alternate years)

Typical reading: Davis, Structural Geology of Rocks and Regions

460 Geoscience Seminar

450 Independent Study

495 Honors

GERMAN AREA STUDIES

Program Faculty
Eric Klaus, German, Coordinator
Eugen Baer, Philosophy
Clarence Butler, German
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. A
classes for this second requirement include 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 and Mayhem 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 crosslisted 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
ENG376c New Waves
MDSC 224 Age of Propaganda I
MDSC 225 Age of Propaganda II
MUS 130 Beethoven: The Man and His Music
MUS160 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

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

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

COURSE DESCRIPTIONS
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)

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

105 Fundamentals of German Fundamentals of German introduces students to the basic and essential rules of grammar, promotes a communicative atmosphere, and integrates instructional technology into classroom activities. Technology will figure prominently in instruction in order to aid students in mastering material. (Klaus, offered annually)

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

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)

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)

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. (Butler, offered every three years)

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)

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/Butler, offered annually)

450 Independent Study

495 Honors

Course Taught in English (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 third year)

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 and Nuclear Weapons (F)
PHIL 156 Issues: Biomedical Ethics (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 290 Sociology of Community
Advanced Elective Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 352</td>
<td>Builders and Seekers (M)</td>
</tr>
<tr>
<td>EDUC 337</td>
<td>Education and Racial Diversity in the U.S. (M)</td>
</tr>
<tr>
<td>EDUC 338</td>
<td>Inclusive Schooling (M)</td>
</tr>
<tr>
<td>HIST 301</td>
<td>The Enlightenment: Encounters with the Other (F)</td>
</tr>
<tr>
<td>HIST 374</td>
<td>Seminar: Western Civilization and Its Discontents (F)</td>
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<tr>
<td>HIST 396</td>
<td>History and the Fate of Socialism</td>
</tr>
<tr>
<td>POL 328</td>
<td>Environmental Policy</td>
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<tr>
<td>POL 364</td>
<td>Social Policy and Community Activism</td>
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<td>POL 365</td>
<td>Democratic Theory</td>
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<td>REL 312</td>
<td>New Heavens, New Earths (M)</td>
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<tr>
<td>SOC 325</td>
<td>Moral Sociology and the Good Society (F)</td>
</tr>
<tr>
<td>SOC 370</td>
<td>Theories of Religion</td>
</tr>
<tr>
<td>WMST 300</td>
<td>Feminist Theory (M)</td>
</tr>
<tr>
<td>WMST 323</td>
<td>Research in Social Psychology (M)</td>
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<tr>
<td>WMST 372</td>
<td>Topics in Social Psychology (M)</td>
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</tbody>
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HISTORY

Daniel J. Singal, Ph.D.; Professor, Department Chair
William S. Atwell, Ph.D.; Professor
Rocco L. Capraro, Ph.D.; Assistant Professor
Maureen Flynn, Ph.D.; Associate Professor
Clifton Hood, Ph.D.; Associate Professor
Derek Linton, Ph.D.; Professor
Susanne E. McNally, Ph.D.; Professor
John Shovlin, Ph.D.; Assistant Professor
Gebru Tareke, Ph.D.; Professor
Lisa Tetrault, Ph.D.; 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
A t least two 100-level introductory courses (EU ST 102 and A SN 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. A t least two of the 10 courses for the major must be at the 300 level or above. A t 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
A t least one 100-level introductory course (EU ST 102 and A SN 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. A t least two of the courses must be in two different geographic areas.

COURSE CONCENTRATIONS
Introductory Courses
HIST 102 Making of the Modern World
HIST 103 Revolutionary Europe
HIST 105 Introduction to the American Experience
HIST 151 Food Systems in History
HIST 199 Meditations on Time and Memory

African and Middle Eastern History Courses
BIDS 235 Third World Experience
HIST 283 South Africa in Transition
HIST 284 Africa: From Colonialism to Neocolonialism
HIST 285 The Middle East: Roots of Conflict
HIST 364 African History
HIST 461 War and Peace in the Middle East

American and Latin American History Courses
HIST 204 History of American Society
HIST 208 Women in American History
HIST 215 American Urban History

European History Courses
HIST 226 Colonial Latin America
HIST 227 African American History I: The Early Era
HIST 228 African American History II: The Modern Era
HIST 231 Modern Latin America
HIST 240 Immigration and Ethnicity in America
HIST 246 American Environmental History
HIST 279 Body Politics
HIST 300 American Colonial History
HIST 304 The Early National Republic: 1789-1840
HIST 306 Civil War and Reconstruction: 1840-1877
HIST 307 The American Revolution
HIST 310 Rise of Industrial America
HIST 311 20th Century America: 1917-1941
HIST 312 The U.S. Since 1939
HIST 314 Aquarian Age: The 1960s
HIST 316 Metropolis
HIST 317 Women's Rights Movements in the U.S.
HIST 336 History of American Thought to 1865
HIST 337 History of American Thought Since 1865
HIST 340 Seminar: Faulkner and Southern Historical Consciousness
HIST 352 Who Wants to Be a Millionaire: Elites in America
HIST 463 Seminar: Topics in American History
HIST 469 Seminar: Global Cities

Asian History Courses
HIST 291 Late Imperial China
HIST 292 Traditional Japan
HIST 390 The Modern Transformations of China and Japan
HIST 394 Russia and Asia
HIST 396 History and the Fate of Socialism: Russia and China
HIST 492 Seminar: Chinese History
HIST 493 Seminar: Japanese History

American History Courses
HIST 204 History of American Society
HIST 208 Women in American History
HIST 215 American Urban History

Global History Courses
HIST 226 Colonial Latin America
HIST 227 African American History I: The Early Era
HIST 228 African American History II: The Modern Era
HIST 231 Modern Latin America
HIST 240 Immigration and Ethnicity in America
HIST 246 American Environmental History
HIST 279 Body Politics
HIST 300 American Colonial History
HIST 304 The Early National Republic: 1789-1840
HIST 306 Civil War and Reconstruction: 1840-1877
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HIST 340 Seminar: Faulkner and Southern Historical Consciousness
HIST 352 Who Wants to Be a Millionaire: Elites in America
HIST 463 Seminar: Topics in American History
HIST 469 Seminar: Global Cities

Notes:
- At least two 100-level introductory courses
- At least two 300-level or higher courses
- At least three courses must cover different geographical areas
- At least one course must be at the 300 level or above
- At least one course must be a research seminar, history independent study, or history honors project

*COURSES LISTED IN ALPHABETICAL ORDER*
The origins of a 19th century bourgeois social order emerged as the result of a dramatic transformation of the British economy, which occurred between 1760 and 1830. The view that no political rather than social revolution is created a market society in Western Europe. Revisionist scholarship arguing that 1789 was a momentous year for the French Revolution and the Industrial Revolution in France; Williams, Keywords; Polanyi, Great Transformation.

105 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 American; Hofstadter, 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

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; Bergin and Garvey, Culture and Agriculture; Anderson, The Food of China; Unklesbay, World Food and You; Crosby, Germs, Seeds and Aminals; Colburn, Everyday Forms of Peasant Resistance; White, Medieval Technology and Social Change; Hughes, The Face of the Earth; Bryant et al., The Cultural Feast

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 analyzes 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 of Deep Time

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

208 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. (Tetrault, offered alternate years)

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

215 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: Baity, The Peopling of British North America; Rosenberg, The Colonial Traditions; Riis, How the Other Half Lives; Warner, Streetcar Suburbs; Barth, City People

223 Modern France This course is intended to give a broad overview and strong chronological narrative of modern French history while exploring two unifying themes. The course analyzes the problem of French political instability in the nineteenth and twentieth centuries with the revolution from the fall of Napoleon to political equilibrium after May 1968. The course explores the French nation-state and French national identity as an historical problem. Beginning with the French Revolution and the Napoleonic Wars, students analyze the process by which Frenchness was imagined, disseminated, and contested in a national form. (Shovlin, offered alternate years)

Typical readings: Blanning, The French Revolution; Tocqueville, Old Regime and the French Revolution; Weber, Peasants into Frenchmen; Paxton, Vichy France; Gaspard, A Small City in France

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: Clendeninnen, 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 African Americans 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, Africans and African Americans in the Making of the Atlantic World; Egerton, He Shall Go Out Free; 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: Washinton, U p From Slavery; Huggins, Harlem Renaissance; Moudy, Coming of Age in Mississippi; Dickerson, African American Story

230 Modern Ireland: Colonial and Post Colonial This course explores the social and political history of Ireland from the 17th century to today. Topics have been the origins and modalities of political
violence in modern Ireland; the history of Irish nationalism; transformations in Irish identity; and Ireland’s complicated relationship with Britain. Students are introduced to conquest and colonization; emergence and development of nationalism; struggle for Catholic emancipation; Famine; economic history of 19th and 20th-century Ireland; and origins of the Troubles in Northern Ireland. The course also focuses on the current historiographical battle between “revisionist” and “nationalist” histories. (Shovlin, Spring)

Typical readings: W helan, Tre of Liberty; O’ Tuathaigh, Ireland Before the Famine; Pointeir, ed., Great Irish Famine; Lee, Ireland 1912 1985; Waters, Living at the Crossroads; Brady, ed., Interpreting Irish History

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: Chastine and Tulchin, Problems in Latin American History; Guentes, The Campaign; Galeono, 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 Walls 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; Juenger, Storm of Steel; W einberg, A World at War; Stokes, The Walls Came Tumbling Down; Camus, Resistance, Rebellion, and Death

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- American. (Hood, offered alternate years)

241 The Politics of Gender and The Family in Europe: 1700-1850 This course explores the changing circumstances of women and men in European societies between the middle of the 18th century and the middle of the 19th new representations of gender during the Enlightenment that exiled women to the domestic realm. The course examines the rich historiography produced since the late 1980s on the gendered construction of the public sphere during the Enlightenment and the French Revolution; the
second examines the redefinition of social and economic gender roles during the industrial revolution. (Shovlin, offered alternate years)

Typical readings: Barker-Benfield, Culture of Sensibility; Choderlos de Laclos, Dangerous Liaisons; Davidoff and Hall, Family Fortunes; Menetra, Journal of My Life; Scott, Gender and the Politics of History

246 American Environmental History 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; Arr, The Search for the Ultimate Sink; Hite, 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, M ontaillou; Carlo Ginzburg, The Cheese and the Worms; Robert Darnton, The Great Cat at M assacre

253 Renaissance and Reformation This course explores the major intellectual, artistic, political, and religious events making up the “Renaissance” and the “Reformation.” Students will 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, international 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, T he U nbound Prometheus; G iedion, M echanization T akes C ommand; Headrick, T he T ools of E mpire

257 The French Revolution This course explores the origins, progress, and consequences of the French Revolution. The goals of the course are to offer a solid narrative of revolutionary events, to explore alternative interpretations of the Revolution, and to analyze the role of political violence at a formative moment in Western political life. Course readings contrast the two major bodies of scholarship that have vied to define the significance of the Revolution over the last three decades—one elaborating a “social” interpretation of the Revolution, the other advancing a “political” reading. (Shovlin, Fall)


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, E ndurance and E ndeavor; Eklof and Franck, T he W orld of the R ussian P easant; Tolstoi, W hat P eople L ive B y

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. (M Cnally, offered alternate years)


262 Nations of Eastern Europe
This course explores the history of that part of Europe that lies west of Russia, east of Germany and Austria. Politics, culture, and society in the nations from the Baltic Sea to the Balkan Peninsula form the bulk of the course. The course begins with national liberation movements and ends with the crisis in Kosovo. (Fall, one time only)

Typical readings: Stokes, W hen T he W all C ame T umbling D own; Zeromski, T he F aithful River; K undera, B ook of L aughter and F orgetting

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 road to creating a modern national state with special emphasis on the problems of forging a satisfactory national identity. Students examine the complex interplay of politics, economics, and culture, following the fate of the German national 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, T he L ong N ineteenth C entury; James, A G e rman I dentity; B urlieh, T he R acial St ate

272 Nazi Germany
Nazi Germany and the Hitler Regime remain epitomes of political evil. This course explores the formation, ideology, and dynamics 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: B urleigh and W ippermann, T he R acial St ate; K oonz, M others in the F atherland; Kershaw, H itler; E van s, In H itler's S hadow; F redlander, N azi G ermany and t he J e ws

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 will examine and compare 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: P alla, M ussolini and F ascism; K ershaw, H itler; J ohnson, N azi T error; W ard, S talin's R ussia; F itzpatrick, E veryday S talinism; P ayne, A H istory of F ascism

279 Body Politics
Do bodies have a history? What do bodies mean? Are we our bodies? This course examines these questions by exploring the history of women's health in America. It examines this topic from a wide variety of perspectives, including biology, disease, violence, body image, reproductive rights, childbirth, and sexuality. Each of these issues has a history, which shapes current practice and debate. This course is designed to examine these practices and debates as well as the history behind them. (Tetrault, offered alternate years)

Typical readings: E hrenreich, F or H er O wn G ood; L eavitt, B rought to B ed; B rumbert, T he B ody P roject and F asting G irls; G ordon, W oman's B ody, W oman's R ight; R oberts, K illing the B lack B ody; F einberg, T rans L iberation
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; Moddie, Going for Gold; Minter, 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 negative 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: Freund, The Making of Contemporary Africa; Davidson, The Black Man’s Burden; Bayart, The State in Africa; Young, Ideology and Development in Africa; Gordons, Understanding Contemporary Africa

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, by devoting special attention to the complex and changing relations among Arabs and between Arabs and Israelis. The course explores 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: Peretz, The Middle East Today; Elon, The Israelis; Said, The Question of Palestine; Friedman, From Beirut to Jerusalem

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 the 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. (A twell, offered alternate years)


292 Traditional Japan A survey of Japanese political and cultural history to a.d. 1800, 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 (795-1185), 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, A SN 201, or permission of instructor. (A twell, Fall, offered alternate years)

Typical readings: Sansom, Japan: A Short Cultural History; Unserberg, The Arts of Japan; Morris, The World of the Shining Prince; Keene, Anthology of Japanese Literature

300 American Colonial History This course examines the transplantation of Europeans to 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)

Typical readings: Rutman, Winthrop’s Boston; Lockridge, A New England Town; Miller, Errand into the Wilderness; Greven, Child Rearing and the Puritan Temperament; Allen, In English Ways

301 The Enlightenment This course introduces students to major works of the Enlightenment from a comparative European perspective. The course is organized around an exploration of enlightenment visions of political order. A series of readings highlight the tension between state-centered visions of social and economic order (social contract theory, civic republicanism, mercantilism), and theories that locate the source of order within societies and economies themselves (liberalism, political economy). A number of texts are used to examine the relationship between the philosophical ferment of the Enlightenment and emergence of revolutionary political orders in
France and America in the last quarter of the 18th century. (Shovlin, offered annually)

Typical readings: Montesquieu, Persian Letters; Rousseau, Basic Political Writings; Smith, Wealth of Nations; Voltaire, Candide and Philosophical Letters; Wollstonecraft, Vindication of the Rights of W oman

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)

Typical readings: McCoy, The Elusive Republic; Watson, Liberty and Power; Sheriff, The Artifical River; Rorabaugh, The A lcoholic Republic; Greenberg, Confessions of N at Turner; Dublin, W omen at W ork; A baug, C osmos C rumbling

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. (T etraut, offered annually)

Typical readings: Holt, Political Crisis of the 1850s; Stowe, Uncle Tom’s Cabin; Durrill, W ar of A nother K ind; O ates, W ith M alice Toward N one; Foner, A Short History of Reconstruction; Douglass, N arrative of the Life of an A merican Slave; Linderman, Embattled C ourage

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 of women and African Americans played in the struggle, and competing interpretations of the Revolution by scholars. (Offered annually)


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)

Typical readings: Wiebe, The Search for Order; Hofstadter, The Age of Reform; Sumner, What Social Classes Owe to Each Other; Bell, O ut of T his Furnace; DuBois, Souls of Black Folk

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)

Typical readings: Badger, The New Deal; McElvaine, Down and Out in the Great Depression; Brinkley, Voices of Protest; Ellis, Eye Deep in Hell; Lewis, Babbitt

312 The United States Since 1939
This course surveys American history from the start of World War II to the presidency of Jimmy Carter, 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, The World Destroyed; Ambrose, Rise to Globalism; A lexander, H olding the Line; Kennedy, Thirteen Days; Halberstam, T he 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 \textbf{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: Faber, The Age of Great Dreams; Englehardt, The End of Victory Culture; Burner and Wrestling, The Torch is Passed; Anderson, The Movement and the Sixties; Gould, 1968: The Election that Changed America; Kunen, The Strawberry Statement; Rozsak, The Making of a Counter Culture

315 \textbf{Nationalism in Europe} This course explores the development of nationalism in Western Europe from the 18th century through World War I. The course emphasizes the development of nationalism in France and in the British Isles. In the French case, emphasis falls on the early link between nationalism and revolutionary democracy; the nationalization of peasant populations by state and market in the nineteenth century; and the migration of nationalism from political left to political right in the 1880s and 1890s. In exploring British nationalism the principal themes are the relationship between nationalism and class hegemony, and the failure of British nationalism to successfully assimilate Ireland. Considerable attention is devoted to the major social-scientific attempts to conceptualize nationalism and to trace its historical origins. (Shovlin, offered annually)

Typical readings: Anderson, Imagined Communities; Bell, The Cult of the Nation in France; Boyce, Nationalism in Ireland; Colley, Britons; Deutsch, Nationalism and Social Communication; Gellner, Nations and Nationalism; Weber, Peasants into Frenchmen

316 \textbf{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?

317 \textbf{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. (Tetrault, offered alternate years)

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

325 \textbf{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 \textbf{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, theology and aesthetics, American identity, the emergence of the university as a major cultural institution, and the role of the intellectual in modern America are also discussed. There is no prerequisite, but HIST 336 is recommended. (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 by influencing cultural values. This seminar explores the history, social composition, and power of elites in American history by asking questions such as: Who are the groups that 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 Mised M etropolis; Jafer, Urban Establishment, Mills, Power Elite; Carnegie, How to Win Friends and Influence People; Brooks, Bobos in Paradise

364 Seminar: African History
This 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. We hereas 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; Aylett, A Frica in Chaos; Chabal and Daloz, A Frica W orks; Wa Tiongo, Petals of Blood; Gourévitch, 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; Bridge, N o M ore Heroin

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; O'men, T he Burgermeister’s Daughter; Goethe, T he Sorrows of Young W ether; G. Ruggiero, Binding Passions; Shahar, G rowing O ld

375 Seminar: W estern C ivilization and Its D iscontents Seven of the W estern 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, D iscourse on Inequality; Brown, Life A gainst D eath; Elias, T he C ivilizing Process; Freud, C ivilization and its D iscontents; E isler, R., Sacred Pleasure, D aniel Quinn, Beyond C ivilization

390 T he M odern T ransformations of C hina and J apan 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 W est in the 19 th century, the restructuring of Japanese society following the M eiji Restoration, emergence of Japan as the dominant Asian economic and military power, Sino-Japanese W ar of 1894-95, "N ationalist Revolution" in China, "failure" of liberal democracy in Japan, Second W orld W ar, A merican occupation of Japan, C ommunist Revolution in C hina, and modernization efforts of both countries since 1950. Prerequisite: H IST 102, A sian Studies 101, or permission of the instructor. (A twell, Spring)

394 R ussia and C enteral A sia T his course traces the converging stories of two culturally distinct culture areas: Russia and C enteral A sia. Students start with geography, trace the rise of Orthodox and M oslem states and then examine their interactions through the M ongol C onquests, the expansion of the Russian/Soviet Empires and the implications for Russia and C enteral A sia of the Soviet collapse. (M cN ally, offered alternate years)

Typical readings: Wesson, T he Russian D ilemma; Halperin, Russia, and the G olden Horde; C herniavsky, "K han or B asileus"; Kotkin and W olff, Rediscovering Russia in A sia; d’Encausse, Islam and the Russian Empire; L entzef, Eastward to E mpire

396 H istory and the F ate of S ocialism: R ussia and C hina T his course studies M arxian Socialism as a product of history, as a lens through which to view past, present and future history and as a shaper of history. A fter introduction to the fundamentals (only) of M arx’s thought, we will examine how those ideas played out during the great 20 th century revolutions in Russia and China. Finally, we will spend a few weeks thinking about uses of socialism today in a possibly Post M arxian world. (M cN ally, offered alternate years)

Typical readings: W ilson, T o T he Finland Station; G raham, G host of the Executed Engineer; M esner, M arxism, M aosim and U topianism; Tucker, T he M arxian R evolutionary I dea; M arx & E ngels, M arx and E ngels Reader; H arrington, S ocialism

461 Seminar: W ar and Peace in the M iddle E ast T his seminar examines some of the major wars that took place in the region between 1948 and 1991, paying particular attention to their origins, strategies and tactics: W hy and how were they fought and won or lost? (T areke, offered alternate years)

Typical readings: K eegan, A H istory of W arfare; von C lausewitz, W ar, P olitics, and P ower; H erzog, T he A rab-I sraeli W ars; O ’B alance, N o V ictor, N o V anquished

463 T opics in A merican H istory (O ffered annually)

469 Seminar: G lobal C ities T his seminar examines global cities—urban agglomerations having world-wide significance. A s the international economy has become more interconnected, major cities have become centers of economic and political decisions and social experience with worldwide effects. A nd, 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. T his raises important questions: what makes a city a “global” one? W hat conditions facilitate and limit global cities’ reach? A re national and local identities changing because of globalization, and, if so, how? A re global cities instruments of imperial domination? O r 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. (H ood, offered annually)

Typical readings: Sassen, T he G lobal C ity; S iodensticker, T okyo R ising: T he C ity s ince the G reat E arthquake; D avis, C ity of P eace: L os A ngeles and the I magination of D isaster; H all, C ities in C ivilization

492 Seminar: C hinese H istory Intended for advanced students of C hinese history and society, the contents of this course change with the interests of the students and the instructor. Prerequisite: H IST 290, H IST 291, or permission of the instructor. (A twell, offered alternate years)

493 Seminar in J apanese H istory 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: H IST 292 or permission of the instructor. (A twell, offered alternate years)
HOLOCAUST STUDIES

Program Faculty
Michael Dobkowski, Religious Studies, Coordinator
Scott Brophy, Philosophy
Derek Linton, History

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.

COURSES

Core Group 1
REL 271 History of the Holocaust
REL 401 Literary and Theological Responses to the Holocaust
HIST 269 Modern Germany: 1764-1996
HIST 271 Nazi Germany

Core Group 2
REL 270 Modern Jewish History
REL 273 The Foundations of Jewish Thought
REL 276 History of Eastern European Jewry, 1648-1945
REL 278 Jewish Life and Thought in Modern Times
SOC 221 Sociology of Minorities
SOC 222 Social Change
PHIL 130 Moral Dilemmas: Limiting Liberty
POL 180 Introduction to International Relations
POL 348 Racism and Other Hatreds
MDLN 358 From Weimar to Hitler

Social Sciences Electives
POL 150 Introduction to Comparative Politics
POL 215 Minority Group Politics
POL 348 Racism and Hatreds
SOC 224 Social Deviance
SOC 228 Social Conflict
SOC 256 Power and Powerlessness
SOC 258 Social Problems
SOC 325 Moral Sociology and the Good Society

Humanities Electives
EDUC 202 Human Growth and Development
HIST 238 World Wars in Global Perspectives
HIST 269 Modern Germany: 1764-1996
HIST 272 Age of Dictators
PHIL 150 Philosophy and Contemporary Issues: Justice and Equality
PHIL 151 Philosophy and Contemporary Issues: Crime and Punishment
PHIL 235 Morality and Self Interest in 20th Century Culture
PHIL 236 Philosophy of Law
REL 108 Religion and Alienation in 20th-Century Culture
INTERNATIONAL RELATIONS

Program Faculty
Kevin Dunn, Political Science, Coordinator
Bahar Davary, Religious Studies
Jack Harris, Sociology
Marilyn Jiménez, Africana Studies
Judith McKinney, Economics
Scott McKinney, Economics
David Ost, Political Science
Richard Salter, Religious Studies
John Shovlin, History
Virginia Tilley, Political Science

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
Political Science 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, one course in each of two area studies course groups dealing with regions outside of North America, and an elective course (which may be a language course). In addition, 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 two must be from the humanities.

REQUIREMENTS FOR THE MINOR
interdisciplinary, 5 courses
Political Science 180 International Relations, one other core course, two courses beyond the introductory course in one concentration, and 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.
### CROSSTLISTED 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 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 140 Introduction to Comparative World Politics
- POL 248 Politics of Development

#### 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
- POL 140 Introduction to Comparative World Politics
- SOC 201 Sociology of International Development
- SOC 221 Sociology of Minorities
- SOC 226 Sociology of Sex and Gender
- SOC 233 Women 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 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 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
- HIST 284 Africa: From Colonialism to Neocolonialism
- MUS 217 Folk and Traditional Music of Africa and the Americas
- POL 259 African Politics
<table>
<thead>
<tr>
<th>East Asia</th>
<th>Latin America and the Caribbean</th>
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<tr>
<td>ANTH 298</td>
<td>Modern Japan</td>
</tr>
<tr>
<td>ART 220</td>
<td>Arts of China</td>
</tr>
<tr>
<td>ART 252</td>
<td>Japanese Art and Culture</td>
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<td>ART 253</td>
<td>Buddhist Art and Architecture</td>
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<td>ASN 209</td>
<td>The Golden Age of Chinese Culture</td>
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<td>ASN 220</td>
<td>Male and Female in East Asian Societies</td>
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<td>ASN 231</td>
<td>Tibetan Mandala Painting</td>
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<td>ASN 313</td>
<td>Literary and Historic Meaning in China</td>
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<tr>
<td>ASN 312</td>
<td>Tibet Incarnate</td>
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<td>ASN 342</td>
<td>Chinese Cinema: Gender, Politics, and Social Change in Contemporary China</td>
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<td>FRNE 313</td>
<td>Vietnamese Literature in Translation</td>
</tr>
<tr>
<td>HIST 291</td>
<td>Late Imperial China</td>
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<tr>
<td>HIST 292</td>
<td>Traditional Japan</td>
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<td>HIST 390</td>
<td>The Modern Transformations of China and Japan</td>
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<td>HIST 394</td>
<td>Russia and Asia</td>
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<td>HIST 396</td>
<td>History and the Fate of Socialism</td>
</tr>
<tr>
<td>HIST 492</td>
<td>Seminar: Chinese History</td>
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<tr>
<td>HIST 493</td>
<td>Seminar: Japanese History</td>
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<td>Musics of Asia</td>
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<td>Folk and Traditional Music of Africa and the Americas</td>
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<td>POL 257</td>
<td>Russia and China Unraveled</td>
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<td>REL 315</td>
<td>Japanese Religions</td>
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<td>SOC 291</td>
<td>Society in India</td>
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<td>SOC 299</td>
<td>Sociology of Vietnam</td>
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<th>European Politics</th>
<th>Russia and Central Asia</th>
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<td>CLAS 202</td>
<td>Athens in the Age of Pericles</td>
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<tr>
<td>FRNE 341</td>
<td>Boulevard Saint-Germain</td>
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<td>HIST</td>
<td>All history courses in the European history section are applicable</td>
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<td>POL 243</td>
<td>Europe After Communism</td>
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<td>POL 245</td>
<td>Politics of the New Europe</td>
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<tr>
<td>POL 257</td>
<td>Russia and China Unraveled</td>
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<td>REL 271</td>
<td>The Holocaust</td>
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<td>REL 276</td>
<td>History of East European Jewry</td>
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<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>
</tr>
<tr>
<td>SPAN 362</td>
<td>Generations of 1898 and 1927</td>
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<th>Russian and Central Asia</th>
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<td>ART 249</td>
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<td>ASN 102</td>
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<th>Middle East</th>
<th>Latin America and the Caribbean</th>
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<td>ART 297</td>
<td>Peoples and Cultures of Latin America</td>
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<tr>
<td>ECON 135</td>
<td>Latin American Economies</td>
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<tr>
<td>ECON 425</td>
<td>Public Macroeconomics</td>
</tr>
<tr>
<td>ECON 435</td>
<td>Political Economy of Latin America</td>
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<td>ENG 372</td>
<td>20th-Century Latin American Literature</td>
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<td>FRNE 218</td>
<td>French Caribbean</td>
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<tr>
<td>HIST 226</td>
<td>Colonial Latin America</td>
</tr>
<tr>
<td>HIST 231</td>
<td>Modern Latin America</td>
</tr>
<tr>
<td>LTAM 210</td>
<td>Perspectives on Latin America</td>
</tr>
<tr>
<td>LTAM 308</td>
<td>Latin American/Latino Cinema</td>
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<tr>
<td>POL 255</td>
<td>Politics of Latin American</td>
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<tr>
<td>SPAN 316</td>
<td>Voces De Mujeres</td>
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<tr>
<td>SPAN 317</td>
<td>Arte y Revolucion</td>
</tr>
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<td>SPAN 321</td>
<td>Cuentos, Cuentistas y Cuenteros de America Labina</td>
</tr>
<tr>
<td>SPAN 346</td>
<td>Latin American Women’s Narratives</td>
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<tr>
<td>SPNE 355</td>
<td>Garcia Marquez: The Major Works</td>
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<td>ART 256</td>
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The Japanese program does not offer a major or minor in Japanese. However, 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 further details, see the information on the Department of Asian Languages and Cultures.

Study abroad programs in Japan are available on an individual basis for advanced students. Students who have taken Japanese language classes before and believe they should start somewhere other than with JPN 101, please 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 only 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
Robert Andolina, Political Science
Michael Bogin, Art
Judith-Maria Buechler, Anthropology
Maria DeSantis, Spanish and Hispanic Studies
Marilyn Jiménez, Africana Studies
Juan Liébana, Spanish and Hispanic Studies
Alejandra Molina, Spanish and Hispanic Studies
Beth Newell, Biology
Edgar Paiwonsky-Conde, Spanish and Hispanic Studies
Richard Salter, Religious Studies
Virginia Tilley, Political Science

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

The Latin American studies program offers an interdisciplinary major and minor. The cross-listed 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
LATAM 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 or b) history and social sciences, 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 or b) history and social sciences, and 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 240 Third World Women's Texts
ALST 311 The Latino Experience
FRNE 218 French Caribbean
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 321 Cuentos de América Latina
SPNE 330 Latina Writing in the United States

Advanced Humanities
SPNE 345 The Paradoxes of Fiction
SPAN 346 Latin American Women's Narratives
SPAN 355 García Marquéz: The Major Works
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
POL 427 Seminar: Race in the Americas
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 interdisciplinary introduction to the region, also serving as the introductory course in Latin American studies. This course first examines structural characteristics of Latin America such as geography, the interaction of indigenous and European cultures, the economics of mining, and agricultural exports. Second, the course focuses on artistic, literary, economic, and political responses to these characteristics. (D’Agostino, offered alternate years)
Typical readings: Weatherford, Indian Givers; Thomesen, Living Poor; Barrios de Chungara, Let Me Speak!; Alvarez, In the Time of the Butterflies

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 consists of a study of 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, Gomez, Rocha. (Jiménez, offered alternate years)
Typical readings: Chanan, The Cuban Image; Johnson, Brazilian Cinema; various articles by Burton and others

LAW AND SOCIETY
Program Faculty
Steven Lee, Philosophy, Coordinator
Eric Barnes, Philosophy
Scott Brophy, Philosophy
Richard Dillon, Anthropology
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. A 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 course 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.
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 which 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.

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 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 Ghettoscapes
ALST 240 Third World Women’s Texts
ENG 304 Feminist Literary Theory
ENG 327 The Lyric
ENG 342 Readings in Multi-Ethnic Women’s Literature
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 226 Sociology of Sex and Gender
SPNE 314 Spanish Cinema: Buñuel to Almodóvar
WMST 300 Feminist Theory
WMST 357 Self in American Culture

Perspectives Courses
ANTH 110 Introduction to Cultural Anthropology
ANTH 230 Beyond Monogamy
BIDS 245 Men and Masculinity
DAN 214 Dance History III
ENG 291 Introduction to African-American Literature I
HIST 269 Modern Germany: 1764-1996
HIST 279 Body Politics: Women and Health in America
HIST 317 Women’s Rights Movements in the U.S.
HIST 325 Medicine and Public Health in Modern Europe
HIST 371 Life-Cycles: The Family in History
Mathematics has always been one of the core subjects of a liberal arts education because it promotes rigorous thinking and problem solving ability. Many students who major in mathematics go on to study mathematics in graduate school or to work in mathematically oriented professions, but mathematics courses are actively sought by students from all academic divisions.

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

The Department of Mathematics and Computer Science offers two disciplinary majors in mathematics (B.A. and B.S.), each with an optional concentration in
applied mathematics, 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.

A double major in mathematics and computer science involves completing the requirements for each major provided the majors include at least 16 distinct courses.

REQUIREMENTS FOR THE MATHEMATICS MAJOR (B.A.)
disciplinary, 10 courses
MATH 135, MATH 204, and MATH 232; a concentration of MATH 331 and MATH 375 (mathematics concentration) or MATH 350 and MATH 353 (applied mathematics concentration); three additional mathematics courses, two of which are at or above the 300 level and one of which is at or above the 200 level; and two additional courses from the following categories—mathematics (200-level or above), computer science (at or above CPSC 124), and courses in other departments which complement the concentration (must be approved by adviser and department).

REQUIREMENTS FOR THE MATHEMATICS MAJOR (B.S.)
disciplinary, 16 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
A II 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
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: Stewart, Calculus

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: Stewart, Calculus

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)

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

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

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, Calculus

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

Number Theory This course couples reason and imagination to consider a number of theoretic problems, some solved and some unsolved. Topics include divisibility, primes, congruencies, 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 alternate years)
Typical reading: Burton, Elementary Number Theory

Seminar for Mathematics Teachers Designed for students intending to teach mathematics at the secondary level, this seminar focuses on the phenomenon of mathematical problem solving and explores ways teachers can shape the classroom experience so their students develop good problem solving skills. After analyzing their own problem solving processes, students in the seminar study several formal theories of mathematical problem solving and conduct an independent research project in which they analyze problem solving behavior in other students. Prerequisites: MATH 331 and enrollment in the secondary mathematics education program, permission of instructor. (Offered occasionally)
Typical readings: Polya, How to Solve It; Schoenfeld, Mathematical Problem Solving

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. Required for the mathematics concentration major. Prerequisite: MATH 135 and MATH 204. (Offered alternate years)
Typical reading: Belding and Mitchell, Foundations of Analysis
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

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. Required for the applied concentration mathematics major. Prerequisite: MATH 232 or permission of instructor. (Offered annually)

Typical reading: Ross, A First Course in Probability

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: Bain and Engelhardt, Introduction to Probability and Mathematical Statistics

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. Required for the applied concentration mathematics major. Prerequisites: MATH 204 and MATH 237 or permission of the instructor. (Offered alternate years)

Typical reading: Haberman, Mathematical Models

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

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. However, it cannot be counted more than once toward the fulfillment of requirements for a major in computer science or mathematics, except by permission of the department chair. Prerequisite: MATH 135 and MATH 204 or permission of instructor. (Offered occasionally)

Typical reading: Fraleigh, A First Course in Abstract Algebra

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. Required for the mathematics concentration major. Prerequisite: MATH 135 and MATH 204 or permission of the instructor. (Offered annually)

Typical reading: Mackiew, Applications of Abstract Algebra; Hadlock, Field Theory and Its Classical Problems

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 alternate years)

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 the 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**

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**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 is an introduction to 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)

Typical reading: Enderton, A Mathematical Introduction to Logic

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 C++ programming techniques, including recursion, files, pointers, and dynamic variables. It uses these techniques in the study of the implementation and applications of such elementary data structures as stacks, lists, queues, and binary trees. 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 annually)

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 combinatorial 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. A applications of these topics 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 two-dimensional and 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 continues 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 presents a broad range of issues in the design of programming languages. The course opens with an introduction to assembly language programming, and then examines how such high-level programming language features 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 can 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, WWW access to databases, and 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. However, it cannot be counted more than once toward the fulfillment of requirements for a major in computer science or mathematics, except by permission of the department. 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. CPSC 333 is recommended. (Offered every three 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 one of the two major programming languages used in artificial intelligence-LISP and Prolog. Topics to be covered might 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 every three years)

450 Independent Study

495 Honors