MEDIA AND SOCIETY

Program Faculty
Linda Robertson, Media and Society, Director
Donna Albro, Peer Education
Lester Friedman, Media and Society
Catherine Gallouët, French and Francophone
Grant Holly, English
Marilyn Jiménez, Africana Studies
Liz Lyon, English
Nicola Minnott-Ahl, English

HWS is among the first liberal arts colleges in the country to offer a major in media studies. From its inception in 1996, the Media and Society Program has had two main goals:

1. To engage students in the critical analysis of the influence of the mass media on society, from both the socio-political and cultural/artistic perspectives.
2. To stimulate students to use their creative imaginations through self-expression in writing, videography and editing, the visual and plastic arts, dance and dance composition, and music and music composition.

“Media studies” refers to the examination of the modern ability to disseminate the same message (visual, aural, and/or textual) to a mass audience, using technologies of reproduction and/or transmission.

Media studies is an interdisciplinary field, drawing upon cultural studies, psychology, art and literary theory, sociology, information and propaganda theory, and economics, especially, political economy. The central concern is the critical analysis of the influence of the media on society and the individual.

While the entertainment and advertising industries are an important subject in media studies, equally important is the role of mass media news and information outlets as integral to the political process.

The Media and Society program includes, in addition to the study of mass media entertainment, advertising, and news and information, the critical and historical analysis of literature and the arts.

The aim of the combined elements in the critical study of both mass media and the arts is to include an analysis of the role of the artist in not only reflecting the dominant mythologies of the culture, but in reshaping them, of holding them up to scrutiny, of compelling a revision of the human potential. For the same reason, students are expected to engage in self-expression by exploring their creative capacities in at least one of the visual and plastic arts, writing, dance, or music.

The requirement for “hands on” experience is met through courses in documentary filmmaking, scriptwriting, digital editing, photography, digital design, and journalism, as well as through the requirement that each student complete an internship or practicum related to his or her area of academic interest.

REQUIREMENTS FOR THE MAJOR (B.A.)
interdisciplinary, 12 courses, plus language competency.

The Media and Society Program offers an interdisciplinary major and minor. Media and Society majors explore four core areas before deciding on a concentration. All majors are required to take at least one course in the creative arts, and to complete either an internship or a practicum related to the study of the role of the media in society. Majors are required to complete cognate courses in American history or social consciousness and social theory. The major culminates with a Senior Seminar.

To remain in good standing as a major, an average of at least 2.0 must be maintained for all courses that count toward the major. The Senior Seminar must be passed with a C to count toward completing the major.

The internship is graded pass/no pass;
The practicum can be taken for a grade or as pass/no pass.

The complete list of requirements for the major are: MDSC 100; one course in each of four core competencies; four courses to comprise a concentration approved by a program adviser, one of which will be a course which also satisfies a core requirement; competency in research methods (does not require additional course work; this goal is met through course work taken for the major as approved by the adviser); a credit-bearing internship or practicum in the area of communications, artistic production, or journalism; a Media and Society senior seminar.

In addition to these courses, majors are required to take two cognate courses. A cognate course is one that supports the study in the major, but is not a course in the mass media or the arts. One cognate course must be in American history covering a period since the Civil War or an approved course on the subject of the formation of social consciousness (listed below). The second cognate course must be an approved social theory course (listed below).

Media and Society majors are also required to demonstrate competence in a foreign language to the 102 level. Students who have studied a foreign language in secondary school may have met this requirement; students for whom English is a second language may have met this requirement; students with a certified statement from a counselor or physician that a learning disability prevents them from learning a foreign language may petition for a waiver. Students should consult with their adviser about this requirement.

REQUIREMENTS FOR THE MINOR
interdisciplinary, 6 courses
MDSC 100; one course each from three different core competencies numbered 1-4; any two additional approved courses listed below as approved for the major, either under the headings Core Competencies or Concentrations. Minors are not required to develop a concentration in a specific area of Media and Society. Minors may not use any of the courses listed as Cognates for the minor.

APPROVED COURSES
The Media and Society Program draws upon courses offered in a number of different departments. Some of the courses listed below may be withdrawn by contributing departments for various reasons and new courses offered in departments may be accepted for the Media and Society major. Students should consult with their advisers for current listings of approved courses.

CORE COMPETENCIES
Majors are required to take one course in each of four core areas. Minors are required to take three courses chosen from different core areas. The same course may be listed under more than one competency; but one course cannot be used to satisfy more than one of the core competencies numbered 1-4 below.

Core Competency 1. Techniques of Performance and Creativity
(majors choose one):
Art: Any studio art course
English: Any creative writing course
ENG 308 Screenwriting
ENG 178 Acting I
Music: Private Instruction and Ensembles (1/2 credit per semester; two semesters required)
MUS 210 American Musical Theater
MUS 400 Orchestration
Dance: Any combination of dance classes for a total of 2.5 credits or one of the following:
DAN 200 Dance Composition I
DAN 300 Dance Composition II

Core Competency 2. Use of Imaging Technologies
(majors choose one):
MDSC 300 Making the News
MDSC 305 Film Editing
Core Competency 3: Critical Analysis or Media Theory (majors choose one):
- ALST 200 Ghettoscapes
- ALST 226 Screen Latinos
- ALST 309 Black Cinema
- ALST 310 Black Images/White Myths
- ART 212 Women Make Movies
- ASN 342 Chinese Cinema
- ENG 176 Film Analysis I
- ENG 201 Jane Austen in Film
- ENG 229 Television Histories, Television Narratives
- ENG 230 Film Analysis II
- ENG 233 Art of the Screenplay
- ENG 368 Film and Ideology
- ENG 375 Science Fiction
- ENG 376 New Waves
- FRE 241 Que sais-je?
- FRNE 252 Beyond Colonialism: Maghreb Cultures and Literatures
- FRNE 395 Society and culture in the Ancien Régime: Representation of Race
- MDSC 204 Imagining the West
- MDSC 205 America in the Seventies
- MDSC 307 Medicine and Society
- MDSC 310 Covenant with Death
- MDSC 224 Age of Propaganda I
- MDSC 225 Age of Propaganda II
- MDSC 303 Social Documentary
- PHIL 220 Semiotics
- PHIL 230 Aesthetics
- PHIL 260 Mind and Language
- POL 320 Mass Media
- POL 363 Cyber Politics/Cyber Culture
- WRRH 250 Talk and Text: Introduction to Discourse Analysis

Core Competency 4: Cultural History of the Fine Arts or Mass Media (majors choose one):
- ALST 310 Black Images/White Myths
- ALST 200 Ghettoscapes
- ART 101 Ancient to Medieval
- ART 102 Renaissance to Modern
- ART 103 East Asian Art Survey
- ART 110 Visual Culture
- ART 201 African-American Art
- ART 208 Greek Art and Architecture
- ART 210 Woman as Image and Image-Maker
- ART 211 Feminism in the Arts
- ART 221 Early Italian Renaissance Art
- ART 222 Women in Renaissance Art and Life
- ART 226 Northern Renaissance Art
- ART 230 Age of Michaelangelo
- ART 240 European Art and Architecture
- ART 249 Islamic Art and Architecture
- ART 252 Japanese Art and Culture
- ART 256 Art of the Russian Revolution
- DAN 210 Dance History I
- DAN 212 Dance History II
- DAN 214 Dance History III
- ENG 287 Film Histories I
- ENG 288 Film Histories I
- ENG 289 Film Histories III
- ENG 370 Hollywood on Hollywood
- ENG 229 Television Histories, Television Narratives
- ENG 264 Globalism and Literature
- EUST 101 Foundations of European Studies I
- EUST 102 Foundations of European Studies II
- MDSC 205 America in the Seventies
- MDSC 307 Medicine and Society
- MDSC 224 Age of Propaganda I
- MDSC 225 Age of Propaganda II
- MDSC 303 Social Documentary
- MUS 135 Music in the Americas: 1750 - 2000
- MUS 202 History of Western Art and Music: Medieval and Renaissance
- MUS 203 History of Western Art and Music: Baroque and Classical
- MUS 204 History of Western Art and Music: Romantic and Modern
- MUS 207 Music in American Culture: Jazz and Popular
- MUS 210 American Musical Theater
- MUS 216 Music of Asia
- MUS 217 Folk and Traditional Music of Africa and the Americas

Core Competency 5: Three Research Goals (integrated into other course work for the major. The courses which meet these goals are approved by the adviser)

- Research goal 1: Use of library, archival, and Internet sources
- Research goal 2: Media content analysis (qualitative or quantitative)
- Research goal 3: Fieldwork (interviews, reporting, documenting).

CONCENTRATIONS
A concentration for the major consists of 5 courses from any one of the clusters below. At least two must be in two different disciplines. At least one must be an MDSC course unless otherwise indicated. Most courses taken to satisfy the core competencies can be applied
toward at least one concentration; consult the courses listed under each concentration. A minor chooses any two courses from the following:

### Concentration in Studies in Mass Media and Politics
- ALST 300  Ghettoscapes
- ALST 309  Black Cinema
- ALST 310  Black Images/White Myths
- MDSC 205  America in the Seventies
- MDSC 307  Medicine and Society
- MDSC 224  Age of Propaganda I
- MDSC 225  Age of Propaganda II
- MDSC 303  Social Documentary
- POL 320  Mass Media
- POL 363  Cyber Politics/Cyber Culture

### Concentration in Studies in Film, Television, and New Media
- ALST 300  Ghettoscapes
- ALST 226  Screen Latinos
- ALST 309  Black Cinema
- ALST 310  Black Images/White Myths
- ART 212  Women Make Movies
- ASN 342  Chinese Cinema
- ENG 176  Film Analysis I
- ENG 201  Jane Austen in Film
- ENG 229  Television Histories, Television Narratives
- ENG 230  Film Analysis II
- ENG 233  Art of the Screenplay
- ENG 368  Film and Ideology
- ENG 375  Science Fiction
- ENG 376  New Waves
- FRE 241  Que sais-je?
- MDSC 205  America in the Seventies
- MDSC 307  Medicine and Society
- MDSC 224  Age of Propaganda I
- MDSC 225  Age of Propaganda II
- MDSC 300  Social Documentary
- POL 363  Cyber Politics/Cyber Culture

### Studies in Critical Method and Mass Media Theory
- ART 110  Visual Culture
- ENG 368  Film and Ideology
- PHIL 220  Semiotics
- PHIL 230  Aesthetics
- PHIL 260  Mind and Language
- POL 363  Cyber Politics/Cyber Culture
- WRRH 250  Talk and Text

### Concentration in Studies in Cultural Production: Composition and Technology
- ART 234  Photography
- ART 239  Digital Imaging
- ART 245  Photofilmscreen Printing
- ART 301  Photography Workshop
- DAN 200  Dance Composition I
- DAN 300  Dance Composition II
- EDUC 295  Theater and the Child
- English: Any creative writing course
- ENG 307  Playwriting Workshop
- ENG 308  Screenwriting
- MDSC 205  America in the Seventies
- MDSC 305  Film Editing
- MDSC 485  Practicum: College Journalism
- MUS 400  Orchestration
- WRRH 300  Issues and Practice of American Journalism
- WRRH 302  Op-Ed: Writing Political and Cultural Commentary

### COGNATE COURSES
#### Social Theory
(majors choose one; none of these courses can be counted for the minor)
- BIDS 200  Critical Social Theory
- POL 160  Introduction to Political Theory
- POL 175  Introduction to Feminist Theory
- SOC 221  Sociology of Minorities
- SOC 222  Social Change
- SOC 226  Sociology of Sex and Gender
- SOC 228  Social Conflicts
- SOC 249  Technology and Society
- SOC 260  Sociology of Human Nature
- SOC 256  Power and Powerlessness
- SOC 257  Political Sociology
- SOC 259  Theory of Social Movements
- SOC 275  Social Policy

#### American History and Social Consciousness
(majors choose one; none of these courses can be counted for the minor)
- AMST 100  History and Forms of American Culture
- HIST 204  History of American Society
- HIST 208  Women of American History
- HIST 215  American Urban History
- HIST 227  African-American History I: The Early Era
- HIST 228  African-American History II: The Modern Era
- HIST 240  History of Immigration and Ethnicity in America
- HIST 246  American Environmental History
- HIST 250  Medieval Popular Culture
- HIST 258  Transformation of Rural America
### MEDIA AND SOCIETY

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### COURSE DESCRIPTIONS

**100 Introduction to Media and Society** The course considers the cultural meanings conveyed in popular entertainment, children's television, and advertising; the political economy of mass media ownership; and how the press mediates the public's sense of political and social realities. Students examine serious issues raised by the pervasive influence of mass media, including the commodification of culture, and how the media affects the process of political persuasion. This course is intended for students interested in gaining a better understanding of how we are influenced by public communications. (Friedman, Deutchman, and Staff, offered annually)

**204 Imagining the West: The Myth and The Media** The image of the West in American culture is both real and imagined, historical and mythic. The so-called “frontier experience” has defined significant aspects of cultural life and continues to exert a hold on the imagination of Americans—and those beyond our shores. This class examines the West as an ideological construct formed in by both facts and legends, but most importantly, communicated and sustained by the mass media. Indeed, television and film productions have made the West as a vital part of American history and a continuing facet of our everyday lives, and that is the focus of the class. (Friedman, Fall)

**205 America in the ’70s** It is easy to make fun of the ’70s with its big hair, bad music, and blighted fashions. Many historians see the first half of the decade as a pounding hangover from the radical ’60s and the second half as a counterbalancing prelude to the conservative ’80s, denying the ’70s any identity of its own. But beneath the glittering disco globes, a fundamental shift in the culture, society and ideology that defined American life—one reflected and refracted in the era’s mass media and popular arts—took place from 1970 to 1979. This class explores the ’70s from the perspective of its cultural productions, paying particular attention to the critical intersections where the arts both influence and mediate the major historical events and intellectual currents of this decade. (Friedman, offered annually)

**224 Age of Propaganda I: 1914-1945**; **225 Age of Propaganda II: 1945-2001** The advent of modern or mechanized warfare brought awareness that propaganda directed at the home front, the enemy, and neutrals was as essential to victory as effective deployment of resources, weapons, and soldiers. Propaganda techniques developed during World War I have had significant influence over the later emergence of public relations and advertising. This course examines the history and influence of war propaganda especially but not exclusively of the United States during the twentieth century, the Age of Propaganda. (Robertson, Spring, each offered alternate years)

**300 Making the News** This course examines how the news is made. Students are introduced to the concept of narrative or representational paradigms used to structure news stories, epistemological and ethical questions in considering who makes the news and why, as well as to issues relevant to what constitutes news and its social implications. The course project consists of the research and editing of a film documentary. Students learn how to edit raw videotape to shape news stories and analyze the implications of their choices. The course develops skills in collaborative learning, research, critical thinking, writing, and editing for visual impact. Prerequisites: MDSC 100 and permission of instructor. (Robertson, offered alternate years)

**302 Social Documentary** Photography and moving images have been used to enlighten those who do not suffer to the lives of those who do, to forward social change, and to influence social policy, sometimes progressively and sometimes not. This course examines visual social documentary’s influence, largely confined to consideration of American social documentarians, including influence of photographers of immigrants’ conditions in major cities during the early 20th century; government-sponsored documentation of rural Americans’ lives during the Great Depression; and documentary films which have shaped social conscience from consciousness. (Robertson, Spring, offered alternate years)

**305 The Fine Cut: The Basics of Film Editing** This course offers an introduction to the art of film editing, with an emphasis on the practical aspects of editing. Students learn basic editing techniques for narrative and documentary film, using either Final Cut Pro or Avid. In addition to actual editing exercises using...
unedited rushes or dailies, students study film sequences to learn various editing styles and techniques. Finally, students study the relationship of a novel, its screen adaptation and the film in order to understand the relationship of editing to narrative. (Jiménez, offered annually)

307 Medicine and Society The worlds of media and medicine exist in a unique symbiosis. Not only do medical issues fuel plot lines of popular television programs and films, the creation of cable channels devoted to health care matters, an ever-increasing number of books, newspaper stories, magazine articles, advertisements, and Internet sites, but these media outlets, in turn, alter the practice and delivery of health care in the U.S. The intricate web conjoining the culture of medicine and the production of media has become a pervasive, two-way process that reflects the public’s obsession with health care and the central role it occupies in our national consciousness. This class explores the interconnections between medicine and the media, investigating this collaborative enterprise that characterizes contemporary American society. (Friedman, offered annually)

400 Senior Seminar This course is required of all Media and Society majors. Normally, seniors will enroll in this course; however, juniors may also enroll with the recommendation of their advisers. This seminar, which is a capstone course for the major, will focus on a topic determined by the instructor. This is a research-intense course. (Staff, Spring, offered annually)

485 Practicum: Journalism for College Newspapers A practicum offers students an opportunity to develop their knowledge of some aspect of the production and dissemination of information through the acquisition and use of practical skills learned from an experienced practitioner. This course is offered by an experienced journalist and feature-story writer. Course credit will be linked to reporting on local, community, national, and international issues for the HWS newspaper, The Herald. Cannot be used to satisfy the internship/practicum requirement if used toward the concentration in Studies in Cultural Production. (Offered annually)

499 Media and Society Internship Permission only.

MEN’S STUDIES

Coordinating Committee
Jack Harris, Sociology, Coordinator
Rocco Capraro, History
Iva Deutchman, Political Science
Susan Henking, Religious Studies
Renee Monson, Sociology
T. Dunbar Moodie, Sociology
Lee Quinby, English
Craig Rimmerman, Political Science
William Waller, Economics

The men’s studies program offers an intellectually rigorous and coherent explanation of men’s lives, focusing on theories of masculinity, the history and sociology of men’s experience, gender and sexuality as organizing categories of men’s identity and experience, and ways of knowing and teaching about these matters.

REQUIREMENTS FOR THE MINOR interdisciplinary, 5 courses
An introductory course: either FSEM 196 Theories of Masculinity or another course approved by the coordinator; BIDS 245 Men and Masculinity; one theory course; one course on sexual minorities; and one course on gender. The five courses of the minor must include two courses from each of two divisions (humanities, social sciences, natural sciences, and fine and performing arts).

CROSSLISTED COURSES
Theory Courses
ART 211 Feminism in the Arts
ECON 310 Economics and Gender
ENG 304 Feminist Literary Theory
SOC 220 Sociology of Everyday Life
SOC 340 Feminist Sociological Theory
WMST 300 Feminist Theory
The music department seeks to develop the musical understanding of students who desire to broaden their cultural perspective through study of the arts, as well as to prepare students wishing to pursue a professional career in music.

Music courses are open to all students who have fulfilled the necessary prerequisites or gained permission of the appropriate individual instructors. Admission to choral
and instrumental ensembles is by audition only. Private instruction in applied music is available to all students for a fee of $270 per semester for a total of 14 half-hour sessions.

The music department offers a disciplinary major and both a disciplinary and interdisciplinary minor. To be counted toward the major or minor, all course work must be passed with a grade of C- or better.

**REQUIREMENTS FOR THE MAJOR (B.A.)**
disciplinary, 12 courses
MUS 120, 121, 202, 203, 204, 231, 232, 401, 460; one additional course from MUS 130 or above; and two course credits earned through participation in a major choral or instrumental ensemble for four semesters, or by taking private instruction for four semesters, or by taking two semesters of ensemble and two of private instruction.

**REQUIREMENTS FOR THE MINOR**
disciplinary, 6 courses
MUS 120, 121; two courses from the group MUS 202, 203, or 204; one additional course from MUS 130 or above; and one course credit earned through participation in a major choral or instrumental ensemble for two semesters, or by private applied instruction for two semesters.

**REQUIREMENTS FOR THE MINOR**
interdisciplinary, 7 courses
MUS 120, 121; two from the group MUS 202, 203 and 204; one non-music elective course from art, history, education, philosophy, religious studies, anthropology, languages, dance, or another department, chosen in consultation with the adviser; two course credits earned through participation in a major choral or instrumental ensemble, or by private applied instruction, for four semesters.

**COURSE DESCRIPTIONS**
100 Introduction to Music Literature This course is intended to deepen the meaning of experiencing music as a living language from listening to Beethoven’s Fifth Symphony to the soulful strains of blues in a Chicago club, or the “exotic” timbres and tunings of a Balinese gamelan. Each repertory is unique in its materials and methods of organization, each elicits a unique set of values and feelings in response. Each is described and assigned meaning through the cultural filters of our own individual backgrounds. Music utilized in the American tradition based on European models is surveyed, as are representative models from contrasting cultures. (Berta, offered annually)

110 Introduction to Music Theory Fundamentals and basic principles of Western music theory and their application are presented in this course. Specific areas include the study of clefs, major minor scales, key signatures, intervals, and triads. Music notation and terminology are discussed. The final half of the course covers an introduction to four-part harmonic writing, use of chords in root position, and inversions. Basic ear training techniques are employed. (Cowles, offered annually)

120 Tonal Theory and Aural Skills I This course strives to produce a listener/performer who can perceive sound in meaningful patterns—developing a hearing mind from the Western classical tradition, including diatonic scales; intervals; keys and triads; introduction to principles of voice leading; Roman numeral analysis; functional harmony; and non-chordal melodic elements. The approach is an integrated one, providing both the theoretical knowledge necessary for analysis and composition and the aural skills necessary for perception and performance. Prerequisite: MUS 110 or permission of the instructor. (Cowles, offered annually)

121 Tonal Theory and Aural Skills II This course continues goals outlined for MUS 120. It explores further techniques of part writing, including harmonization and modulation to closely related keys, and the use of seventh chords. (Cowles, offered annually)

130 Beethoven: The Man and His Music This course deals specifically with the music of Beethoven. Among the compositions carefully examined and listened to are his nine symphonies; his opera Fidelio; concertos such as The Emperor; piano sonatas such as The Pathétique, Appassionata, and Moonlight; selected string quartets; and his Missa Solemnis. Beethoven’s place in history, his personality, his leading the way to individualism and subjective feeling in music, and his vision of human freedom and dignity are also explored. (Berta, offered alternate years)

135 Music in America: 1750-2000 Investigating the panoply of American Music to reveal its infinite variety and vitality, origins of American
music are traced from the Native Americans, to the psalm singing colonials, to the African slaves. Eighteenth century works by Billings and Mason are examined. Emphasis is placed on 19th- and 20th-century music. Compositions include works by Ives, Copland, Gershwin, Crumb, Antheil, and Bernstein. (Berta, offered alternate years)

150 In a Russian Voice: Music from Glinka to Stravinsky Byorin, Balakirev, Cui, Mussorgsky, and Rimsky Korsakov—who inherited a passion for creating “Russian” works from Glinka and Dargomiisky and passed this passion on in elements of melody, harmony, and rhythm to Stravinsky—consciously and successfully incorporated folk and traditional elements into the traditional genres of art music. This course considers these composers and their “Russianness” to discover what is “Russian” about their music and what impact Russian Orthodox Church music and folk song and dance have had in the development of musical language and style in the 20th century. (Myers, offered alternate years)

160 The Symphony The concert symphony is the type of music most performed by orchestras today. Students in this course study the evolution and ever changing nuances of symphony. They explore the various periods and their way through the classical period, the romantic period, and the 20th century. (Berta, offered alternate years)

202 History of Western Art Music: Medieval and Renaissance (600-1600) From Gregorian chant and the songs of the troubadours, the beginnings of polyphony, the “new secular style” of the 14th century, and the “sweet” harmonies of the 15th century Burgundian school, through the humanistic currents of the late 15th and 16th centuries, composers created new styles, techniques, and forms, responding to the demand for greater expressivity and more variety. The course surveys tradition and change in music from 600 to 1600 and is based on selected readings, recordings, and scores. (Myers, offered every third semester)

203 History of Western Art Music: Baroque and Classical (1600-1800) From the early operas of Monteverdi to the oratorios of Handel and the cantatas of Bach, the Baroque composer aimed to “affect” his listener through powerful musical contrasts and rhetorical passions; Haydn, Mozart, and the young Beethoven, on the other hand, were more interested in projecting formal logic and proportional design in their sonatas, string quartets, symphonies, and other instrumental works. The course surveys tradition and change in Baroque and classical music and is based on selected readings, recordings, and scores. (Berta, offered every third semester)

204 History of Western Art Music: Romantic and Modern (1800-1950) Most 19th century composers pushed the expressive power of chromatic harmony and thematic unity to the musical extreme. By 1910, most of the musical avant garde no longer found it possible to work within the constraints of the three century old tonal system. New systems and searches for novel sonorities led to the use of natural and electronically generated sounds. Chance happenings were advocated by composers who objected to older music’s predictability. The course surveys tradition and change in romantic and modern music and is based on selected readings, recordings, and scores. (Myers, offered every third semester)

206 Opera as Drama “That opera is properly a musical form of drama, with its own individual dignity and force,” informs the content and structure of this course. The central issue of the relationship of words to music and form to meaning and their continuing reinterpretations is examined with respect to solutions offered by Monteverdi, Pergolesi, Gluck, Mozart, Verdi, Wagner, and Berg. Music moves the psyche on several levels simultaneously; it is more holistic than the linearity of verbal syntax can ever be. The ability to follow a score in a rudimentary manner is desirable. (Myers, offered alternate years)

207 Music in American Culture: Jazz and Popular This course studies the development of contemporary styles and techniques in jazz and American popular music of the Western hemisphere since 1900. (D’Angelo, offered alternate years)

210 American Musical Theater A survey of the development, as an art form, of American musical theater from the European forms in early America to the present Broadway musical, including minstrels, vaudeville, burlesque, revue, comic opera, operetta, and blacks in the theatre. The course culminates with a class production of a musical in concert form. (D’Angelo, offered alternate years)

216 Musics of Asia Interest in the performing arts of Asian cultures—music, theatre, and dance—on the part of Europeans can be traced back to 18th century notions of enlightenment and universality and to increased contacts with Asia through trade and colonization. The Exhibition of 1889 introduced European audiences to Indonesian percussion orchestras, melodic intricacies of Indian raga, and the stylized movement of “Siamese” dance. Asian performing arts have unique, valid approaches to the organization of sound and time. Among the repertories studied are the classical music and dance of India, Indonesian gamelan, Chinese Opera, and the theatrical traditions of Japan. (Myers, offered alternate years)
Folk and Traditional Music of Africa and the Americas

The ethnic, folk, and traditional musics of the Western continents fall into two groups: music found in cultures and regions having an urban, professional, cultivated "art" tradition; or music of non literate, "primitive" peoples affected marginally by literate cultures. The first helped develop popular styles in the 20th century. The second provides richness in understanding the role music and the other performing arts play in shaping a culture's view of itself and the surrounding world. Among the repertories studied are Navajo ceremonial music, ritual music from the Guinea Coastal area of Africa, Afro American blues and work songs, ballad traditions of Appalachia, Andean music, Caribbean Carnival, and Afro Brazilian dances. (Myers, offered alternate years)

Tonal and Chromatic Theory

This course focuses on chromatic harmony of 19th century Western art music, including modulation to chromatically related and non diatonic keys, and altered chords. There is a strong emphasis on all aspects of part writing, and on aural comprehension of theoretical concepts and the performance of more complex melodic, rhythmic, and harmonic materials. Prerequisite: MUS 121 or permission of the instructor. (D'Angelo, offered annually)

Advanced Chromatic Theory and Counterpoint

This course focuses on chromatic harmony of 19th-century Western art music, including modulation to chromatically related and non diatonic keys, and altered chords. There is continued emphasis on aural comprehension of theoretical concepts, part writing, and the performance of more complex melodic, rhythmic, and harmonic materials, including counterpoint of the 18th and 19th centuries. Prerequisite: MUS 231, or permission of the instructor. (D'Angelo, offered annually)

Orchestration

In this study of the ranges and timbers of orchestral instruments with reference to symphonic scoring, students arrange for small ensembles and full orchestra. Prerequisite: permission of instructor. (D'Angelo, offered alternate years)

Form and Analysis

This course offers a survey of selected methods of musical analysis, including the traditional approaches to studying form developed by Leon Stein and Douglas Greene, La Rue's style analysis, Schenker's system for tracing the underlying tonal structure of pieces, and Perle's handling of serial procedures and atonality. Each of the analytical systems is applied to representative works drawn from the six major style periods of Western art music. Prerequisite: MUS 231 or permission of the instructor. (Myers, offered alternate years)

Independent Study

Seminar in Music History

This seminar provides in depth study of selected areas within the history of Western music. Subjects vary from year to year. Topics may focus on the works of a single composer (i.e., Mozart's operas, Stravinsky's ballets, Bach's cantatas) or specific themes (i.e., text/music relationships). Stylistic and formal analysis of music is integrated with European social and cultural history. Requirements include active participation in discussion and research projects. Students are expected to write two substantive papers. Prerequisite: permission of instructor. (Myers, offered alternate years)

Honors

Private Instruction

MUS 907 Jazz Saxophone (Mandel)
MUS 908 Violin/Viola (Zaplatynsky)
MUS 909 Flute (Oberbrunner)
MUS 910 Piano (Christiansen, Ralston, or Slocum)
MUS 911 Voice (Murphy, W. Trowbridge, or Wilson)
MUS 912 Double Bass (D'Angelo)
MUS 913 Brass (Stempien)
MUS 914 Woodwinds (Berta)
MUS 916 Organ (Hamilton)
MUS 917 Guitar (Greene or Meyer)
MUS 918 Drums (Curry)
MUS 919 Jazz Piano (Barbuto)

Ensembles

MUS 920 Colleges Jazz Ensemble (Barbuto)
MUS 926 Colleges Woodwind Ensemble (Oberbrunner)
MUS 930 Colleges Chorale (Cowles)
MUS 935 Colleges Community Chorus (Bartel)
MUS 940 Colleges Brass Ensemble (J. Trowbridge)
MUS 945 Colleges String Ensemble (Zaplatynsky)

*Members of the Colleges Chorale may be considered for membership, additionally, in the Colleges Cantori, a chamber vocal ensemble. Cantori is a not-for-credit ensemble.

Courses Offered as Needed

BIDS 298 The Ballet Russes: Modernism and the Arts
MUS 305 Fundamentals of Conducting
PEACE STUDIES

Program Faculty
Steven Lee, Philosophy, Director
Betty Bayer, Women’s Studies
Sheila Bennett, Sociology and Asian Languages and Literature
Michael Dobkowski, Religious Studies
Kevin Dunn, Political Science
Jack Harris, Sociology
Feisal Khan, Economics
Dia Mohan, Sociology
Alejandra Molina, Spanish and Hispanic Studies
Dunbar Moodie, Sociology
Eric Patterson, American Studies
Craig Rimmerman, Public Policy
Richard Salter, Religious Studies
Charles Temple, Education
Lesley Adams, Chaplain

Peace Studies at Hobart and William Smith Colleges is interdisciplinary inquiry into the conditions that promote social justice and the non-violent resolution of conflict in relations among individuals, groups, and societies. It combines philosophical inquiry, historical knowledge, critical analysis of contemporary social conditions, experiential learning, and a deep commitment to educating and empowering students for citizenship in a world of greater peace, equity, and social justice. Our objective for the Minor in Peace Studies is to prepare students willing and able to speak and act in their lives out of deep commitment to creating conditions of social equity and critical regard for others.

REQUIREMENTS FOR THE MINOR
interdisciplinary, 7 courses

One foundation course: PCST 201 Teaching Peace or WMST 372 Peace.

Two core courses: one from Group A and one from Group B. Group A courses provide a theoretical foundation for the study of peace, justice, and conflict in at least one disciplinary tradition. Group B courses provide close observation and experiential learning relevant to the peacemaker role and/or meaningfully incorporate a substantial community service requirement. In the case of the latter, the program faculty adviser must approve the content of the community service component as appropriate to the minor.

Two electives from Group 1 or 2: electives from Group 2 Courses in Group 1 provide a substantive foundation in the study of peace and justice; courses in Group 2 provide a substantive foundation in the study of peace and conflict.

Two one-half unit supervised community service practica or 1 supervised full credit internship (PCST 399): ordinarily a full credit practicum represents a minimum of 150 hours (75 hours for one-half credit) of community service, internship placement, or other experiential learning, approved by the student’s program adviser and documented by a weekly reflective journal and final report.

Senior Independent Project (PCST 450): Enacting Peace: A self-initiated project that enacts in some way a peacemaker role under the supervision of a Peace Studies Program faculty adviser. Projects may include creative works and performance, and include summer projects judged of equivalent sustained commitment by the student’s Senior Practicum adviser. Note: Additional information regarding program requirements is available from program faculty.

Core Group A: Theoretical Foundations for the Study of Peace, Justice, and Conflict

ECON 236 Radical Political Economy
PHIL 150 Justice and Equality
PHIL 152 Philosophy and Feminism
PHIL 155 Morality of War
PHIL 157 Ethical Inquiry: A Multicultural Approach
PHIL 159 Global Justice
PHIL 232 Liberty and Community
PHIL 235 Morality and Self-Interest
POL 180 Introduction to International Relations
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<th>Course Code</th>
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<tr>
<td>POL 249</td>
<td>Protest Politics in Comparative Perspective</td>
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<tr>
<td>POL 380</td>
<td>Theories of International Relations</td>
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<tr>
<td>PPOL 101</td>
<td>Democracy and Public Policy</td>
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<tr>
<td>REL 228</td>
<td>Religion and Resistance</td>
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<tr>
<td>SOC 300</td>
<td>Classical Sociological Theory</td>
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<td>SOC 325</td>
<td>Moral Sociology and the Good Society</td>
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<tr>
<td>SOC 356</td>
<td>Power and Powerlessness</td>
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<tr>
<td>SOC 370</td>
<td>Theories of Religion: Religion, Power, and Social Transformation</td>
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<tr>
<td>WMST 372</td>
<td>Peace [if not elected to meet the foundation course requirement]</td>
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**Core Group B: Theory in Action**

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>ASN 225</td>
<td>Tibetan Buddhism</td>
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<tr>
<td>PCST 201</td>
<td>Teaching Peace [if not elected to meet the foundation course requirement]</td>
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<tr>
<td>PEHR 212</td>
<td>Making Connections</td>
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<td>PEHR 215</td>
<td>Teaching for Change</td>
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<tr>
<td>POL 212</td>
<td>The Sixties in American Politics</td>
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<td>POL 215</td>
<td>Racial and Ethnic Politics</td>
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<td>PPOL 364</td>
<td>Social Policy and Community Action</td>
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<tr>
<td>SOC 259</td>
<td>New Social Futures</td>
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<td>SOC 290</td>
<td>Sociology of Community</td>
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**Elective Group 1: Peace and Justice**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ALST 201</td>
<td>South Africa: An Orientation</td>
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<td>ALST 202</td>
<td>South African Women’s Narratives</td>
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<td>ALST 240</td>
<td>Third World Women’s Texts</td>
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<tr>
<td>ASN 225</td>
<td>Tibetan Buddhism</td>
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<td>BIDS 211</td>
<td>Labor: Domestic and Global</td>
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<td>ECON 236</td>
<td>Radical Political Economy</td>
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<tr>
<td>PHIL 150</td>
<td>Justice and Equality</td>
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<td>PHIL 157</td>
<td>Ethical Inquiry: A Multicultural Approach</td>
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<td>PHIL 159</td>
<td>Global Justice</td>
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<td>PHIL 250</td>
<td>Feminism: Ethics and Knowledge</td>
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<td>PPOL 101</td>
<td>Democracy and Public Policy</td>
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<td>PPOL 328</td>
<td>Environmental Policy</td>
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<tr>
<td>PPOL 364</td>
<td>Social Policy and Community Action</td>
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<tr>
<td>REL 108</td>
<td>Religion and Alienation in 20th Century Culture</td>
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<td>REL 228</td>
<td>Religion and Resistance</td>
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<tr>
<td>REL 238</td>
<td>Liberating Theology</td>
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<td>REL 318</td>
<td>Post-Colonial Theologies</td>
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<td>SOC 259</td>
<td>New Social Futures</td>
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<td>SOC 325</td>
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<td>SOC 370</td>
<td>Theories of Religion: Religion, Power, and Social Transformation</td>
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<td>SOC 290</td>
<td>Sociology of Community</td>
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<tr>
<td>WMST 372</td>
<td>Peace [if not elected to meet the foundation course requirement]</td>
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**Elective Group 2: Peace and Conflict**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>AMST 100</td>
<td>History and Form of American Culture</td>
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<td>AMST 302</td>
<td>The Culture of Empire</td>
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<td>CENG 237</td>
<td>The Experience of War in Literature</td>
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<td>ENG 317</td>
<td>Hearts of Darkness</td>
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<td>ENG 399</td>
<td>Milton</td>
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<td>HIST 103</td>
<td>Revolutionary Europe</td>
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<td>HIST 237</td>
<td>Europe Since the War</td>
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<td>HIST 238</td>
<td>The World Wars in Global Perspective</td>
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<td>HIST 272</td>
<td>Nazi Germany</td>
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<td>HIST 284</td>
<td>Africa: From Colonialism to Neocolonialism</td>
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<td>HIST 285</td>
<td>The Middle East: Roots of Conflict</td>
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<td>HIST 301</td>
<td>The Enlightenment</td>
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<td>HIST 461</td>
<td>Seminar: War and Peace in the Middle East</td>
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<tr>
<td>MDSC 224</td>
<td>The Age of Propaganda I</td>
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<td>MDSC 225</td>
<td>The Age of Propaganda II</td>
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<tr>
<td>PHIL 155</td>
<td>Morality of War</td>
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<tr>
<td>POL 180</td>
<td>Introduction to International Relations</td>
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<tr>
<td>POL 212</td>
<td>The Sixties and American Politics</td>
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<td>POL 254</td>
<td>Globalization</td>
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<td>POL 283</td>
<td>Terrorism</td>
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<td>POL 290</td>
<td>American Foreign Policy</td>
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<td>POL 380</td>
<td>Theories of International Relations</td>
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<td>PPOL 328</td>
<td>Environmental Policy</td>
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<tr>
<td>REL 271</td>
<td>The History and Impact of the Holocaust</td>
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<td>REL 274</td>
<td>Zionism, the State of Israel, and the Middle East Conflict</td>
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<td>REL 401</td>
<td>Literary and Theological Responses to the Holocaust</td>
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<td>REL 401</td>
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<td>SOC 356</td>
<td>Power and Powerlessness</td>
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<tr>
<td>SPAN 317</td>
<td>Arte y Revolución</td>
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<td>SPNE 355</td>
<td>Gabriel Garcia Marquez (in English)</td>
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**COURSE DESCRIPTIONS**

201 Teaching Peace: Students consider some definitions of peace that include not just “the absence of war,” as the English word implies, but also “wholeness, welfare, and safety,” as the Hebrew shalom and the Arabic salaam do; and justice, too, as in H.L. Mencken’s famous suggestion, “If you want peace, work for justice.” Then students consider the work of activists in peace work, through their writings, in interviews, and to the extent possible, by working along side of them. Peace workers practice negotiation, arbitration, and conflict transformation, but as Professor David Ost reminds us, they also recognize the legitimacy of anger. And as Charles McCormach, president of the Save the Children Foundation observes, they do some of
their best work upstream from conflict, helping those who would otherwise contribute to violence to find productive ways to live in their communities. This is a service learning course: in addition to participating in class discussions, students undertake service jobs related to peace-building in the Geneva community. (Fall, offered alternate years)

Typical readings: Sheldon Berman, Children’s Social Consciousness and the Development of Social Responsibility; Miles Horton, The Long Haul; Davies and Kaufman (eds.) Second Track/Citizens’ Diplomacy Concepts and Techniques for Conflict Transformation; Lederach, Building Peace: Sustainable Reconciliation in Divided Societies; McCarthy, I’d Rather Teach Peace

PEER EDUCATION IN HUMAN RELATIONS

Program Faculty
Donna Albro, Director

The issues of diversity and oppression in an array of institutions (schools, corporations, hospitals, the media, etc.) are important political issues now and will continue to be so well into the 21st century. The peer education in human relations program helps students function effectively in this environment by providing them with a deep, personally grounded understanding of such issues, as well as experience in linking that analysis to action.

Students ordinarily begin the peer education in human relations minor with PEHR 212 in the spring of their first year. Students completing this course then apply for admission to the minor.

REQUIREMENTS FOR THE MINOR
interdisciplinary, 6 courses
PEHR 212; three additional PEHR courses approved by an adviser in the program; and two approved elective courses.

ELECTIVES
ALST 200 Ghettoscapes
ALST 309 Black Cinema
ALST 216 African Literature II: National Literatures of Africa
AMST 310 Sexual Minorities in America
ANTH 205 Race, Class and Ethnicity
ART 201 African American Art
ART 210 Woman as Image and Image Maker
ART 212 Women Make Movies
ASN 220 Male and Female in East Asian Societies
BIDS 245 Men and Masculinity
ECON 122 Economics of Caring
ECON 248 Poverty and Welfare
EDUC 203 Children With Disabilities
EDUC 332 Disability, Family and Society
EDUC 337 Education and Racial Diversity in the U.S.
PEER EDUCATION IN HUMAN RELATIONS

EDUC 338 Inclusive Schooling
EDUC 345 Women, Nature and Science
ENG 281 Literature of Sexual Minorities
ENG 291 Introduction to African American Literature I
ENG 304 Feminist Literary Theory
ENG 318 Body, Memory, and Representation
ENG 342 Readings in Multi Ethnic Women’s Literature
ENG 381 Sexuality and American Literature
FRNE 213 Vietnamese Literature in Translation
FRNE 218 French Caribbean
LTAM 308 Latin American/Latino Cinema
LTAM 310 The Latino Experience
MDSC 100 Introduction to Media and Society
PHIL 152 Issues: Philosophy and Feminism
POL 215 Minority Group Politics
POL 219 Sexual Minority Movements and Public Policy
POL 238 Sex and Power
POL 334 Civil Liberties
POL 348 Racism and Hatred
PSY 247 Psychology of Women
REL 100 Religions in the World
REL 271 The Holocaust
REL 272 The Sociology of the American Jew
REL 273 Foundations of Jewish Thought
REL 281 Unspoken Worlds
REL 283 Que(e)Rying Religious Studies
SOC 221 Sociology of Minorities
SOC 226 Sociology of Sex and Gender
SOC 244 Religion in American Society
SOC 258 Social Problems
SOC 340 Feminist Sociological Theory
WMST 100 Introduction to Women’s Studies
WMST 300 Feminist Theory

and challenges the notion of hierarchical knowledge by putting students in the role of teachers and facilitators. Prerequisite: by application. (Albro, offered each semester)

213 Teaching Colleagues Practicum This course provides students a forum to demonstrate the skills and competencies learned from Teaching for Change. The practicums take the form of co-teaching the course, Culture of Respect, or undertaking an equivalent experience. Students are given opportunities to practice skills commensurate with their learning. At the minimum, students facilitate small groups and help create a supportive and welcoming learning environment. At the maximum, students present complex teaching modules in front of a large group. Prerequisite: PEHR 212 or PEHR 215. (Albro, offered annually)

215 Teaching for Change In this course, students are introduced to the basics of the course pedagogy, skills, and competencies. Students explore and share their experiences of those identities that confer or deny privilege and access to resources on several levels: personal, interpersonal, group, and intergroup. A service learning component gives students the chance to practice and enhance their skills and knowledge. Students also receive intensive skills training and advanced-level course work on anti-oppression pedagogy in order to prepare them to serve as student peer educators in PEHR 212 Making Connections. Prerequisite: PEHR 212. (Albro, Fall, offered annually)

312 Making Connections Practicum In this course, students serve as facilitators for PEHR 212 Making Connections. (Albro, Spring, offered each semester)

315 Teaching for Change Practicum In this course, students serve as co-teachers for PEHR 215 Teaching for Change. (Albro, Fall, offered annually)
PHILOSOPHY

Scott Brophy, Ph.D.; Professor, Department Chair
Eugen Baer, Ph.D.; Professor
Eric Barnes, Ph.D.; Assistant Professor
Benjamin Daise, Ph.D.; Professor
Steven Lee, Ph.D.; Professor
Carol Oberbrunner, Ph.D.; Assistant Professor

Courses in the philosophy department are designed to provide students with a background in the history of philosophy and to assist them in developing competence in the analysis and evaluation of philosophical problems and arguments that arise in making choices about their own lives and in participating in the decisions on the future of our society.

Philosophy is concerned with the most fundamental questions that human beings can ask. What is the ultimate nature of the world? When are our beliefs justified? What can we know? Which actions are right and which are wrong? What is the best form of government? What is the good life? Is mind reducible to body? In addition, philosophy seeks to understand the bases of other areas of study, for example in philosophy of science, philosophy of language, philosophy of law, and philosophy of art.

The philosophy department welcomes both those who have an interest in continuing in philosophy and those who wish to use their philosophical training as a basis for other life pursuits. The study of philosophy has both intrinsic and instrumental value. The intrinsic value is the sense of satisfaction and self discovery that comes from dealing in a careful and systematic way with basic questions. The instrumental value lies in the skill that the study of philosophy provides in critical thinking, a skill that helps a person to better communicate and to adapt more effectively to changing circumstances.

All courses toward a philosophy major or minor must be completed with a grade of C- or higher.

REQUIREMENTS FOR THE MAJOR (B.A.)
disciplinary, 10 courses
PHIL 100, PHIL 370, PHIL 372, PHIL 373, PHIL 390, PHIL 460; four additional philosophy courses, two of which must be at the 200 level or higher. PHIL 100 is a prerequisite for 300-level courses.

REQUIREMENTS FOR THE MINOR
disciplinary, 5 courses
PHIL 100 and two 300-level history of philosophy courses; two additional courses, one of which must be at the 200 level or above.

COURSE DESCRIPTIONS

100 Introduction to Philosophy This course seeks to provide an understanding of what philosophy is by discussing some of the main problems that philosophers examine and by developing skills in the methods used in philosophy. Among the kinds of problems considered in this course are: Can we prove God's existence? What distinguishes knowledge from mere belief? Is it always wrong to break the law? (Staff, offered annually)
Typical readings: Plato, The Trial and Death of Socrates; King, Letter From a Birmingham City Jail; Dworkin, Civil Disobedience; Perry, Dialogue on Immorality and Personal Identity; Cahn, Classics of Western Philosophy

100 Introduction to Philosophy Wonder about the existence of God, or life after death? Argue with friends about right and wrong, and wonder if there's an answer? What gives humans free will, and could animals or machines have it? Students who are fascinated by these questions have the prerequisites to take this class. There are two sides to every issue, and the heart of critical thinking is understanding both sides. This is the skill students in this course hone. Students do this by reading classic and contemporary dialogues that represent both sides of these issues. Readings are short, focusing on depth and complexity. Course work consists mostly of very short essays that will be revised. There is a strong emphasis on precise writing and critical argumentation. (Barnes, offered annually)
Typical readings: Plato, The Trial and Death of Socrates; Perry, A Dialogue on Personal Identity and Immortality; Hume, Dialogues on Natural Religion; Williams, A Dialogue on Free Will
120 Critical Thinking and Argumentative Writing
This course is designed to improve a person’s ability to think critically. While any course in philosophy does this, this course explicitly examines the principles of good reasoning. Emphasis is placed on the evaluation, the understanding, and the formulation of arguments. Instruction is given in the detection and correction of fallacies of reasoning and in the writing of argumentative essays. (Offered annually)
Typical readings: Wright, Critical Thinking; Lee, What Is the Argument?

125 Oral Argumentation and Debate
Effective oral communication is essential for success in life. This course introduces students to the theory and practice of oral argumentation and debate. Students read classic and contemporary texts on rhetoric to understand the basis of effective speaking in the face of an opposing viewpoint. Students come to understand the basic structures and tools of argument construction and deconstruction. There is some written work, but most graded work is in the form of oral debates, including required competition in two intercollegiate weekend (usually Friday to Saturday) debate tournaments. Lab fee: ($100 or less, depending on expenses); permission of instructor is required (first-years accepted). Crosslisted as WRHH 125.
Typical readings: Aristotle, Rhetoric; Meany, Art, Argument & Debate

130 Moral Dilemmas: Limiting Liberty
The fundamental question addressed in this course is: To what extent is it morally justifiable to limit a person’s liberty? The two topics in connection with which this question is considered are pornography and hate speech. Both of these topics concern contents of expression that some people think are justifiably restrained. Others think that however abhorrent the contents of expression in those areas may be, freedom of expression should be abridged in very limited kinds of cases, and that the topics in question do not fall within that limited class. This course attempts to reach an understanding of the concerns that underlie both positions, the arguments that may be presented for and against both positions, and how to evaluate those arguments in order to reach a judgment that can be shown to be satisfactory. (Daise, offered alternate years)
Typical reading: Bonevac, Today’s Moral Issues

130 Moral Dilemmas: Doing the Right Thing
A moral dilemma is a situation in which there are good reasons to do something and apparently equally good reasons for not doing it. In this course students address one question from the moral point of view—Did a certain character in a novel do the morally right thing? While that particular question is of no special significance, by addressing it, students explore what enters into consideration of a question from a moral point of view—how different aspects of human relationships come into play. By virtue of that exploration, students see what kind of reflection is appropriate when we are confronted with a moral dilemma. The work for the course will include (1) understanding different moral theories, (2) applying theories to the “facts” of the case, (3) evaluating different moral theories, (4) understanding, constructing, and evaluating arguments. Students acquire an understanding of moral concepts and how to make use of those concepts in everyday situations. Students develop the skills for making intelligent judgments about which of alternative courses of action is the morally right one.
Typical readings: Robert Waller, The Bridges of Madison County; A. I. Melden, Rights and Persons

140 Introduction to Value Theory
Values are embodied in our interpretations, in personal and collective perspectival stances we take on issues of everyday life. They become manifest in actions and words, when we state our opinion on, say, U.S. foreign policy, the role of parenting, the role of women in religion, the value of higher education etc. Values are generally acted out, most of them unconsciously. But some of them can be raised into our awareness and can be talked and written about. Although this process of consciousness-raising is not without its problems, this is precisely what this course tries to undertake. This course is an occasion for students to examine their personal beliefs surrounding the meaning or lack of meaning they encounter in major issues around the globe, both past and contemporary. Students begin by studying and writing about values in the form of aphorisms, anecdotes, short paragraphs. Then they aim at larger texts such as parables, fables, myths, manifestos, poems, and entire books. Students have as their main project to arrive at an overall narrative embodying some of their values. All writing in the course is oriented toward that final project. (Baer, offered occasionally)
Typical readings: Nietzsche, Beyond Good and Evil; Euripides, Bacchae; Nietzsche, Birth of Tragedy; Freud, Civilization and Its Discontents; Marx/Engels, Communist Manifesto; Price, Three Gospels; Price, A Serious Way of Wondering; Kierkegaard, Works of Love

150 Philosophy and Contemporary Issues: Justice and Equality
This course treats two topics that are of current social concern: the moral permissibility of abortion and the justification of affirmative action. Students learn how to apply the tools of philosophical analysis in attempting to resolve these issues. (Daise, offered annually)
Typical readings: Joel Feinberg, The Problem of Abortion; Ezorsky, Racism and Justice
151 Philosophy and Contemporary Issues: Crime and Punishment This course explores the relationship between moral responsibility and criminal responsibility. It looks at some perennial problems in ethical theory, such as: What makes an act wrong? When is a person morally responsible for their actions? When is punishment an appropriate response to behavior that violates social norms? It also looks at some problems in legal theory and in public policy, such as: What sorts of acts ought to be criminal? When is a person legally responsible for her actions? Why should insanity be a defense to criminal charges? The following general question links all these problems: Which forms of behavior control are morally justifiable responses to which forms of social deviance? (Biohy, offered annually)

Typical readings: Macklin, Man, Mind, and Morality: The Ethics of Behavior Control; Morris, The Brothel Boy and Other Parables of the Law; Murphy (ed.), Punishment and Rehabilitation, 3rd ed.; Katz, Bad Acts and Guilty Minds; Butler, Erewhon

152 Philosophy and Contemporary Issues: Philosophy and Feminism This course examines both the ways in which philosophical concepts and methodologies have influenced contemporary thinking about gender and the ways in which feminist viewpoints have challenged many traditional philosophical ideas. Among the topics discussed are: marriage and motherhood, justice within families, prostitution, rape, sexual harassment, abortion, and reproductive technologies. (Staff, offered alternate years)

Typical readings: Okin, Justice, Gender, and the Family; Minas (ed.), Gender Basics; Kourany et al., (ed.), Feminist Philosophies

153 Philosophy and Contemporary Issues: Economic Justice This course explores the question of distributive justice: How should social wealth be divided among the members of society? Since our world is one of scarcity, people often will not get everything they want, and some may not get everything they need. What should determine who gets what? What role should the market play in the achievement of distributive justice? Should the North feast while the South survives on crumbs? This course explores the question of economic or distributive justice as it arises both among the members of our own society and between the First and Third Worlds. (Lee, offered every third year)

Typical readings: Arthur and Shaw, Justice and Economic Distribution; Luper-Foy, Problems of International Justice; Okin, Justice, Gender, and the Family

154 Philosophy and Contemporary Issues: Environmental Ethics This course explores the ethical and philosophical issues that arise when we consider the relation between humans and the natural environment—issues made urgent by our current environmental crisis. Among questions examined are: Is the value of nature intrinsic or only instrumental? Do humans have obligations toward nonhuman animals? Why are animal species worth preserving? Is it individual animals or ecosystems that should be of moral concern? What can feminism tell us about our treatment of nature? Are economic efficiency and cost/benefit analysis adequate criteria for assessing our relation to the environment? (Lee, offered alternate years)

Typical readings: VanDeVeer and Pierce, (eds.), People, Penguins, and Plastic Trees; McKibben, The End of Nature; Regan, Earthbound

155 Philosophy and Contemporary Issues: The Morality of War and Nuclear Weapons This course explores the phenomenon of war from a moral point of view. Among the questions considered are: When, if ever, is it morally justified to fight a war? What, if any, are the moral limits on how one may fight a war? What difference have nuclear weapons made in our moral understanding of war? Among the topics considered are: just war theory, pacifism, realism, Hiroshima, and nuclear deterrence. (Lee, offered every three years)

Typical readings: Walzer, Just and Unjust Wars; Beckman, et al., The Nuclear Predicament

156 Philosophy and Contemporary Issues: Biomedical Ethics This course examines ethical issues that arise in the practice of medicine, in the delivery of health care, and in biomedical research. Ethical issues arise in all areas of human activity, but they arise in medicine with special urgency. Some reasons for this are the special nature of the physician/patient relationship, the importance of the matters of life and death involved, the difficulty in distributing health care in a just manner, and the many recent technological advances in medical treatment that exacerbate all of these problems. Among the issues considered are informed consent, patient autonomy, confidentiality and privacy, genetic intervention, medical experimentation, reproductive control, allocation of scarce medical resources, and justice in health care delivery. (Lee, offered alternate years)

Typical readings: Munson (ed.), Intervention and Reflection: Basic Issues in Medical Ethics ed. 5; Pence, Classic Cases in Medical Ethics

156 Philosophy and Contemporary Issues: Biomedical Ethics National health care policy is determined by economic, social, moral and political considerations. Students focus on three
contemporary issues in health care policy. First, which patients should be allowed to die, who should decide, and should physicians assist patients in dying? Second, should human cloning or genetic engineering be legal? Third, how should society distribute our limited medical resources and should insurance be nationalized? A satisfactory public policy must confront all these hard questions in a way that has not yet been done. Students grapple with these issues individually and in small groups, working to develop and defend a coherent stance. Mostly work is very short essays that are revised. Expect a strong emphasis on precise writing and critical argumentation. The course includes three required film screenings outside of regularly scheduled class time. (Barnes, offered alternate years)

Typical readings: Kuhse & Singer, Bioethics: An Anthology; Selected articles from The Journal of Medical Ethics

157 Ethical Inquiry: A Multicultural Approach
This course considers some specific ethical issues from global and multicultural perspectives. Topics include issues such as human rights, gender roles and morality, world hunger and poverty, euthanasia, and racial and ethnic discrimination. In addition to examining these issues using a variety of Western philosophical traditions, students consider approaches that come from Chinese, African, Indian, Native American, feminist, Buddhist, and Islamic cultures and perspectives. (Oberbrunner, offered occasionally)

158 Philosophy and Contemporary Issues: Debating Public Policy
Effectively advocating for one’s plan of action, when it’s opposed, is what makes the difference between just a cool idea and an implemented policy. However, respectfully and persuasively selling one’s ideas requires knowledge and skills that most people lack. This course develops students’ theoretical knowledge of policy analysis tools and their practical skills (especially oral communication skills) to improve their advocacy. Students work in teams to develop public policy positions on current political, moral, and legal issues—domestic and international. Teams then formally debate these positions while other students vote on them. Strong emphasis is placed on anticipating problems with one’s own public policy positions. Students learn about the general structure and tools of advocacy and opposition, as well as particular issues of current concern. (Barnes, offered annually)

Typical readings: classic and contemporary texts in philosophy, regular reading of The New York Times and extensive group research on several debated issues

159 Philosophy and Contemporary Issues: Global Justice
This course examines a set of ethical issues arising from the relations among nations and their peoples in the light of increasing global interdependence. What does global justice require of us? What is the moral significance of national borders? Are we justified in treating our compatriots as more important morally than those in other lands? What are the obligations of those of us in wealthy nations to the hundreds of millions on our planet in extreme poverty, especially when some of this poverty is the result of our own activities? Are our obligations to those in other lands negative only (not to harm), or are they also positive (to provide needed help)? In seeking to answer these questions, the course examines realist, statist, and cosmopolitan normative theories of international relations. (Offered alternate years)

Typical readings: Charles Beitz, Political Theory and International Relations; Henry Shue, Basic Rights; Thomas Pogge, World Poverty and Human Rights; John Rawls, The Law of Peoples

159 Global Justice
This course examines a set of ethical issues arising from the relations among nations and their peoples in the light of increasing global interdependence and widespread global poverty. What does global justice require of us? What is the moral significance of national borders? Are we justified in treating our compatriots as morally more important than foreigners? What are the obligations of the wealthy individuals and nations to the hundreds of millions in extreme poverty? Are our obligations to those in other lands only not to harm them, or also to provide them needed help? In seeking to answer such questions, students examine realist, statist, and cosmopolitan normative theories of international relations. (Lee, Fall)

170 Philosophy of Human Nature
All our social, legal, and political institutions depend on assumptions about human nature, as does each of us in everyday life. This course examines these assumptions. Are we purely material entities conditioned by our environment? Can we change human nature? Might we be the sole authors of our own identity? Are we basically good? Should society take precedence over the individual? Did Freud understand humans correctly? Did Marx? Do feminists? Students begin with readings from the world’s great wisdom traditions from India and China, then our culture’s Judeo-Christian foundations, followed by influential thinkers from Western philosophy and science. (Oberbrunner, offered every three years)

190 **Facts and Values** This course examines a variety of issues relevant to an understanding of facts and values. What is the difference between a factual claim and a value claim? Does it make sense to think of facts as objective, and therefore the same for everyone, and values as subjective, and therefore relative to individuals, families, races, genders, classes, and cultures? What is the relationship between values and religion? How are values related to emotions? Is it possible, or even desirable, to put aside value preferences when we seek knowledge? In what ways can knowledge seeking inquiries be biased? (Offered alternate years)

Typical readings: Rachels, *Elements of Moral Philosophy*; Quine and Ullan, *The Web of Belief*; Feinberg (ed.), *Reason and Responsibility*

220 **Semiotics** This is an introductory course to semiotics, the doctrine of sign in all forms and shapes. Signs are processes of interpretation. Anything (object, idea, feeling, action) can become a sign by being interpreted. But interpretation is itself a sign in need of being interpreted, and so semiotics quickly becomes a labyrinth in which the concept of the sign becomes more, rather than less, problematic, as the inquiry into its nature proceeds. A wide variety of approaches to semiotics are presented, and applications to literature, art, architecture, dance, history, anthropology, film studies, women studies, photography, sociology, psychology, and biology are encouraged. (Baer, offered annually)


230 **Aesthetics** This course addresses a variety of philosophical issues relating to the arts. Some of the questions that the course considers are: What does the term “beautiful” mean? Are there other measures of aesthetic value besides “beauty”? What is the nature of artistic creativity? What is originality in art? Is there a role for art critics? Anything (object, idea, feeling, action) can become a sign by being interpreted. But interpretation is itself a sign in need of being interpreted, and so semiotics quickly becomes a labyrinth in which the concept of the sign becomes more, rather than less, problematic, as the inquiry into its nature proceeds. A wide variety of approaches to semiotics are presented, and applications to literature, art, architecture, dance, history, anthropology, film studies, women studies, photography, sociology, psychology, and biology are encouraged. (Baer, offered annually)


232 **Liberty and Community** This is a basic course in political philosophy. The focus is on striking a balance in a political order between the freedom of the individual and the demands of community. The central question is whether the state is merely instrumental to the fostering of individuality or instead is valuable because of the community it represents. A related question is whether social relations are best understood as created by contract among persons or as constitutive of personhood. What is at issue is the adequacy of liberalism. (Lee, offered alternate years)

Typical readings: Morgan, *Classics in Moral and Political Theory*; Avineri, *Communitarianism and Individualism*

235 **Morality and Self Interest** How should we act? Morality and individual self interest are often thought to give conflicting answers to this question. This course examines basic issues in moral theory by focusing on the question of whether acting in one’s own interests is incompatible with acting as morality requires. The course has a community service component.

(See, offered alternate years)

Typical readings: Morgan, *Classics in Moral and Political Theory*; Nelson, *Morality—What’s in it for Me?*

236 **Philosophy of Law** Study of the law raises many problems for which philosophy can help provide solutions. At the same time, the law provides valuable source material bearing on many traditional issues in philosophy. This course studies these problems and issues by examining both philosophical writings on the law and legal opinions. Tort and contract law are examined, as well as criminal and constitutional law. Some of the questions to be considered are: What is law? What is the relation between law and morality? To what extent is the state justified in interfering with a person’s liberty? When are persons responsible for their actions? What is justice? When is a person liable for harm caused to others? When is it morally justified to punish a person? (Lee, offered alternate years)

Typical readings: Arthur and Shaw, *Readings in Philosophy of Law*; Scalia, *A Matter of Interpretation*

237 **Philosophy of Religion** After reviewing some world religions, this course examines philosophically a variety fundamental questions about religion. Can we honor both the global diversity of religions and our common humanity? Can rational thought help us? The Western tradition, both classical and contemporary, includes a fascinating set of arguments to prove God’s existence. Are they successful? Students address the Problem of Evil, a perennial question about why there is so much human suffering. Is religion patriarchal? What are some different ways of understanding the nature of divinity? Can we understand personal immortality? What is the relationship between religion and science? Students look at several perspectives on religious truth and ways of knowing it. (Oberbrunner, offered alternate years)
Typical readings: Huston Smith, The World’s Religions; Louis P. Pojman, Philosophy of Religion; Yeager Hudson, The Philosophy of Religion

238 Philosophy of Natural Science: A Contemporary Introduction This course focuses on several questions: What is “scientific method?” What is “inductive reasoning?” When is data evidence for a theory? How well can different sciences explain and predict the natural world? What is the relationship between explanation and prediction? What is the process by which a scientific community rejects one theory and replaces it with another? (Brophy, offered every three years)

Typical readings: Brophy, Representing and Intervening; Casti, Searching for Certainty: What Scientists Can Know About the Future; Boyd, Gigerenzer, and Tr t, (eds.), The Philosophy of Science

240 Symbolic Logic This course is an introduction to the techniques and theories of formal logic. It involves logic games and very user friendly instructional software in the Macintosh computer laboratory. Topics include translation to artificial languages; formal techniques and procedures (natural deduction and trees); the concepts of validity, soundness, completeness, and consistency; and the theory of deductive reasoning. (Brophy, offered every three years)

Typical readings: Barwise and Etchemendy, The Language of First Order Logic, including the program, “Tarski’s World”

242 Experiencing and Knowing How trustworthy are our sense organs for giving us information about the world? Is there any other good source of knowledge besides sensory experience? How reliable are the inductive methods of science? How can we tell when we have achieved knowledge? What is the scope of human knowledge? What are its limits? This course examines some 20th century discussions of these and similar questions that have long intrigued thinkers wishing to understand the capacities of the human mind. (Offered alternate years)

Typical readings: Alcoff (ed.), Epistemology: The Big Questions; Pojman (ed.), The Theory of Knowledge

250 Feminism: Ethics and Knowledge This course examines various feminist critiques of traditional approaches to ethics and to knowledge. The first half of the course addresses moral issues. Are traditional moral theories adequate for addressing the problems that women face? Do women tend to think about morality differently than men do? What is “feminist ethics?” What moral obligations does it assign to individuals? What are its implications for governments and social policy? The second half of the course discusses issues in science and epistemology (i.e., theory of knowledge). Historically, how has science contributed to the subordination of women? Are social and political considerations relevant to science? Is it possible for science to be “objective?” What can be done to make science less biased? (Offered alternate years)

Typical readings: Kant, Grounding for the Metaphysics of Morals; Mill, Utilitarianism; Held (ed.), Justice and Care; Sherwin, No Longer Patient; Kourany (ed.), The Gender of Science

260 Mind and Language This course explores one of the newest theories of mind and language and applies it to one of the oldest philosophic texts. The circle linking Lakoff and Johnson (1999) to the work of Chuang Tzu (4th century B.C.) does not only enclose some 2,500 years of philosophy but also attempts to build a bridge between a U.S. version of a philosophy of cognitive science with a version of Chinese Taoism. Specifically, students study a method of cognitive linguistics which states that the mind is inherently embodied and articulates itself mostly in metaphors in ways that remain largely unconscious. (Baer, offered annually)

Typical readings: Lakoff and Johnson, Philosophy in the Flesh; Mair, Wandering on the Way; Mote, Intellectual Foundations of China

370 Ancient Philosophy This course gives careful attention to Plato’s arguments on questions of morality. It explores Plato’s view of the proper relationship between the individual and society and the relationship between that view and Plato’s theory of knowledge. The views of the Sophists are examined, and Aristotle’s views in Metaphysics are also considered. (Daise, offered annually)

Typical readings: Plato, Meno; Protagoras, Republic; Aristotle, Metaphysics

372 Early Modern Philosophy This course is an introduction to the principal works and central theories of the early modern period (1600-1750). The philosophical thought of this period was closely tied to the newly developing sciences and also to profound changes in religion, politics, and morality. Accompanying the transformation of thinking in all of these areas was a renewed interest in skeptical theories from ancient sources, and what emerged was the beginning of uniquely modern approaches to philosophy. Each year this course focuses on a handful of texts from this period, to be selected from the works of Montaigne, Bacon, Galileo, Descartes, Hobbes, Bayle, Arnauld, Gassendi, Mersenne, Leibniz, Spinoza, Boyle, Butler, Malbranche, Pascal, Newton, Locke, Berkeley, and Hume. (Brophy, offered annually)
Kant's critical and transcendental investigations of the limits of the ability of the human mind to resolve issues of what we can know and how we should act have been enormously influential for all subsequent philosophical inquiry. This course is devoted to understanding the problems Kant faced, the answers he advanced, and the difficult and intriguing arguments he provided to support his views. Because understanding Kant's empirical realism and transcendental idealism is incomplete without critical scrutiny of his argument, objections are introduced and discussed. (Baer, offered annually)

Typical readings: Kant, Critique of Pure Reason, Foundations of the Metaphysics of Morals, Religion within the Limits of Reason Alone

Contemporary Philosophy This course traces the development of contemporary philosophy in the analytic Anglo-American tradition from Charles Peirce and Bertrand Russell through Ludwig Wittgenstein and Willard Quine, and beyond. Among the philosophical movements considered are pragmatism, naturalism, realism, intuitionism, positivism, emotivism, linguistic philosophy, conventionalism, and the return to normative theory. Special attention is paid to the development of analytic philosophy within ethics. At the end, an important recent book in analytic philosophy is studied. (Lee, offered annually)

Typical readings: Lindberg, Analytic Philosophy; Cahn and Haber, Twentieth Century Ethical Thought

Independent Study

Senior Seminar This course has variable content. Each year a central philosophical issue or the work of an important philosophical figure is examined. (Offered annually)

Honors

Courses Offered Occasionally:

140 Introduction to Value Theory
153 Philosophy and Contemporary Issues: Economic Justice
160 Philosophy of Medicine
205 Ideas of Self
225 Versions of Verity
237 Philosophy of Religion
271 Medieval Philosophy
274 German Idealism
380 Experience and Consciousness: Introduction to Phenomenology
381 Existentialism

*Frequency as determined by student demand and faculty availability

PHYSICS

Donald Spector, Ph.D.; Professor, Philip J. Moorad '28 and Margaret N. Moorad Professor of Science, Department Chair
Theodore Allen, Ph.D.; Associate Professor
Larry Campbell, Ph.D.; Research Professor
Pasad Kulatunga, Ph.D.; Assistant Professor
Steven Penn, Ph.D.; Assistant Professor

Historically, the discipline of physics is identified as that branch of science which seeks to discover, unify, and apply the most basic laws of nature. Our curriculum introduces students to its principal subfields—electromagnetism, mechanics, thermal physics, optics, and quantum mechanics—and provides the most extensive training in mathematical and analytical methods of any of the sciences. Since this is the foundation upon which all other sciences and engineering are based, the study of physics provides a strong background for students who plan careers in areas such as physics, astrophysics, astronomy, geophysics, oceanography, meteorology, engineering, operations research, teaching, medicine, and law.

Because physics is interested in first causes, it has a strong connection to philosophy as well.

Increasingly in the modern era, physicists have turned their attention to physics applications in areas where their analytical and experimental skills are particularly demanded, exploring such things as nanotechnology, controlled nuclear fusion, the evolution of stars and galaxies, the origins of the universe, the properties of matter at ultra-low temperatures, the creation and characterization of new materials for laser and electronics technologies, and biophysics and biomedical engineering.

PHYS 150 and 160 have a calculus
corequisite and are intended for students majoring in the natural sciences or other students with a strong interest in science. Courses with numbers lower than 150 are particularly suitable for students not majoring in a physical science. Prerequisites for any course may be waived at the discretion of the instructor. Grades in courses comprising the major or the minor must average C- or better.

BINARY ENGINEERING PLAN
A joint-degree engineering program is offered with Columbia University, The Thayer School of Engineering at Dartmouth, Rensselaer Polytechnic Institute, and Washington University. Upon completion of three years at Hobart and William Smith Colleges and two years at an engineering school, a student will receive a B.S. in engineering from the engineering school and either a B.A. or a B.S. from Hobart or William Smith. Majoring in physics here provides the best preparation for further work in most engineering fields. A similar program may be constructed at many other engineering schools via the transfer process. See “Joint Degree Programs” elsewhere in the Catalogue for details.

REQUIREMENTS FOR THE MAJOR (B.A.)
disciplinary, 12 courses
PHYS 150, PHYS 160, PHYS 270, PHYS 285, PHYS 383, MATH 130 Calculus I, MATH 131 Calculus II, and five additional courses in physics at the 200 or 300 level. A course at the 200 or 300 level from another science division department may be substituted for a physics course with the approval of the department chair.

REQUIREMENTS FOR THE MAJOR (B.S.)
disciplinary, 16 courses
All of the requirements for the B.A. physics major, plus four additional courses in the sciences. Only those courses which count toward the major in the departments that offer them satisfy this requirement.

REQUIREMENTS FOR THE MINOR
disciplinary, 6 courses
PHYS 150, PHYS 160, PHYS 270, and three additional physics courses.

COURSE DESCRIPTIONS
110 “Beam Me Up, Einstein”: Physics Through Star Trek Can you really learn physics watching Star Trek? This course says “yes.” Students consider such Star Trek staples as warp drive, cloaking devices, holodecks, and time travel, and learn what the principles of physics tell us about these possibilities—and what these possibilities would mean for the principles of physics. Anyone who has ever enjoyed a science fiction book or movie will find that using Star Trek offers an excellent context for learning about a variety of topics in physics, including black holes, antimatter, lasers, and other exotic phenomena. (Offered annually)
Typical readings: L. Krauss, The Physics of Star Trek; R. March, Physics for Poets

112 Introduction to Astronomy This course offers a survey of the celestial universe, including planets, stars, galaxies, and assorted other celestial objects which are not yet well understood. The Big Bang cosmological model is thoroughly explored, as are the various observational techniques employed to collect astronomical data. (Offered annually)

140 Principles of Physics This is a one-semester survey course in physics with laboratory, which makes use of algebra and trigonometry, but not calculus. It is designed particularly for architectural studies students, for whom it is a required course. It also provides a serious, problem-solving introduction to physics for students not wishing to learn calculus. The following topics are included: mechanics (particularly statics, stress, and strain), sound, and heat. This course satisfies the physics prerequisite for PHYS 160. (Offered annually)
Typical reading: Hecht, Physics

150 Introductory Physics I This is a calculus-based first course in mechanics and waves with laboratory. Prerequisite: MATH 130 Calculus I (may be taken concurrently). (Offered annually)
Typical reading: Young and Freedman, University Physics

160 Introductory Physics II This course offers a calculus-based first course in electromagnetism and optics with laboratory. Prerequisites: PHYS
150 and MATH 131 Calculus II (may be taken concurrently). (Offered annually)
Typical reading: Young and Freedman, University Physics

240 Electronics This course offers a brief introduction to AC circuit theory, followed by consideration of diode and transistor characteristics, simple amplifier and oscillator circuits, operational amplifiers, and IC digital electronics. With laboratory. Prerequisite: PHYS 160. (Offered alternate years)

262 Applied Photonics This course surveys new optical technologies widely used to control light, with an emphasis on generation, detection, and imaging. These include new techniques in microscopy relevant to biological applications and nanotechnology, applications of lasers in micromanipulation, optical trapping, quantum-dots, and fluorescence imaging of cells and single molecules. Prerequisites: PHYS 160 and MATH 131 Calculus II or permission of the instructor. (Offered alternate years)
Typical reading: Saleh and Teich, Fundamentals of Photons; Greulich, Micromanipulation by light in Biology and Medicine

270 Modern Physics This course provides a comprehensive introduction to 20th-century physics. Topics are drawn from the following: special relativity; early quantum views of matter and light; the Schrödinger wave equation and its applications; atomic physics; masers and lasers; radioactivity and nuclear physics; the band theory of solids; and elementary particles. Prerequisites: PHYS 160 and MATH 131 Calculus II. (Offered annually)
Typical reading: Serway, Moses, and Moyer, Modern Physics

285 Math Methods This course covers a number of mathematical topics that are widely used by students of science and engineering. It is intended particularly to prepare physics majors for the mathematical demands of 300-level physics courses. Math and chemistry majors also find this course quite helpful. Techniques that are useful in physical science problems are stressed. Topics are generally drawn from: power series, complex variables, matrices and eigenvalues, multiple integrals, Fourier series, Laplace transforms, differential equations and boundary value problems, and vector calculus. Prerequisite: MATH 131 Calculus II. (Offered annually)
Typical reading: Boas, Mathematical Methods in the Physical Sciences

287 Computational Methods in Physics This course covers the theory and methodology of the most common computational methods used in modern physics. Topics typically include the statistics of data analysis, techniques of linear and nonlinear fitting, discrete Fourier analysis, eigenvalues and linear systems, signal processing, numerical solutions of differential equations, numerical integration, and symbolic computing. Additional topics may include complex analysis, finite element modeling, and control theory. Students learn to solve problems with software such as MatLab and Maple. Prerequisite: PHYS 285. (Offered annually)
Typical reading: Bevington, Data Reduction and Error Analysis for the Physical Sciences

351 Mechanics Particle dynamics and energy, potential functions, oscillations, central forces, dynamics of systems and conservation laws, rigid bodies, rotating coordinate systems, Lagrangian and Hamiltonian methods are explored in this course. Prerequisites: PHYS 160 and MATH 131 Calculus II. (Offered alternate years)
Typical reading: Barger and Olsson, Classical Mechanics

352 Quantum Mechanics This course develops quantum mechanics, primarily in the Schrödinger picture. Topics include the solutions of the Schrödinger equation for simple potentials, measurement theory and operator methods, angular momentum, quantum statistics, perturbation theory and other approximate methods. Applications to such systems as atoms, molecules, nuclei, and solids are considered. Prerequisite: PHYS 270. (Offered alternate years)
Typical reading: Griffiths, Introduction to Quantum Mechanics

361 Electricity and Magnetism In this course students examine the vector calculus treatment of electric and magnetic fields in both free space and in dielectric and magnetic materials. Scalar and vector potentials, Laplace’s equation, and Maxwell’s equations are treated. Prerequisites: PHYS 160 and MATH 131 Calculus II. (Offered alternate years)
Typical reading: Griffiths, Introduction to Electrodynamics

362 Optics A survey of optics that includes geometrical optics, the usual topics of physical optics such as interference and diffraction, and lasers. Prerequisites: PHYS 160 and MATH 131 Calculus II. (Offered alternate years)
Typical reading: Hecht, Optics

375 Thermal Physics This course reviews the laws of thermodynamics, their basis in statistical mechanics, and their application to systems of physical interest. Typical applications include magnetism, ideal gases, blackbody radiation, Bose-Einstein condensation, chemical and nuclear reactions, neutron stars, blackholes, and
phase transitions. Prerequisites: PHYS 160 and MATH 131 Calculus II. *(Offered alternate years)*
Typical reading: Kittel and Kroemer, *Thermal Physics*

**380 Contemporary Inquiries in Physics** This course examines current major lines of development in the understanding of physics. Typical examples include neutrino astronomy, superconductivity, superstrings and other attempts at unification, phase transitions, the early universe, and chaotic dynamics. Prerequisites: PHYS 270 and two 300 level physics courses or permission of the instructor. *(Offered occasionally)*

**381 Topics in Laboratory Physics I** This laboratory course offers a series of experiments for students in 200 or 300 level physics courses. Whenever possible the experiments assigned are related to the field of physics being studied in the corresponding 200 or 300 level courses. PHYS 381 and PHYS 382 together may be substituted for PHYS 383. *(0.5 credit; offered occasionally)*

**382 Topics in Laboratory Physics II** This laboratory course offers a series of experiments for students in 200 or 300 level physics courses similar to PHYS 381 but at a higher level. PHYS 381 and PHYS 382 together may be substituted for PHYS 383. *(0.5 credit; offered occasionally)*

**383 Advanced Physics Laboratory** This laboratory course meets once a week and offers a series of experiments for students in 200 or 300 level physics courses. Whenever possible the experiments assigned are related to the field of physics being studied in the corresponding 200 or 300 level courses. PHYS 383 is required of all physics majors. *(Offered annually)*

**450 Independent Study**

**495 Honors**

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**POLITICAL SCIENCE**

Iva E. Deutchman, Ph.D., Professor, Department Chair
Jodi Dean, Ph.D., Associate Professor
Kevin Dunn, Ph.D., Assistant Professor
Cedric Johnson, Ph.D., Assistant Professor
DeWayne Lucas, Ph.D., Assistant Professor
David Ost, Ph.D., Professor
Paul A. Passavant, Ph.D., Associate Professor

Political Science offers courses in four subfields: American politics (AMER), comparative politics (COMP), political philosophy and theory (TH), and international relations (IR). Each subfield has a 100-level introductory course. The 100-level courses can be taken in any order. The 200- and 300-level courses are of equivalent difficulty, although the 300-level courses tend to focus on more specialized topics. The 400-level courses are seminars and are limited to junior and senior political science majors.

Political Science offers a disciplinary major and minor. All courses must be completed with a grade of C- or better in order to be credited toward the major.

**REQUIREMENTS FOR THE MAJOR (B.A.)**

disciplinary, 10 courses

Two introductory courses from among POL 110, POL 140, POL 160, and POL 180; one course in each of the four subfields (the introductory courses count); a seminar in the junior and senior years; and a group of four courses, one of which may be outside the department, that define a theme or focus and are approved by the adviser. Except for seminars, no more than four courses in any one subfield count toward the major.
REQUIREMENTS FOR THE MINOR

disciplinary, 5 courses

Five political science courses in at least three separate subfields (American politics, comparative politics, international relations, political theory), three of which must be at the 200 level or higher.

COURSE CONCENTRATIONS

Note: Some courses serve more than one subfield. Seminars do not count toward subfields.

American Politics Subfield
- POL 110 Introduction to American Politics
- POL 212 The Sixties
- POL 215 Racial and Ethnic Politics
- POL 221 Voting and Elections
- POL 222 Political Parties
- POL 224 American Congress
- POL 225 American Presidency
- POL 229 State and Local Government
- POL 236 Urban Politics and Public Policy
- POL 238 Sex and Power
- POL 249 Protests, Movements, Revolutions
- POL 270 African-American Political Thought
- POL 320 Mass Media
- POL 328 Environmental Policy
- POL 332 American Constitutional Law
- POL 333 Civil Rights
- POL 334 Civil Liberties
- POL 335 Law and Society

Comparative Politics Subfield
- POL 140 Introduction to Comparative Politics
- POL 243 Europe after Communism
- POL 245 Politics of the New Europe
- POL 248 Politics of Development
- POL 249 Protests, Movements, Revolutions
- POL 254 Globalization
- POL 255 Politics of Latin American Development
- POL 257 Russia/China Unraveled
- POL 258 Middle East Politics
- POL 259 African Politics
- POL 348 Racism and Hatreds

International Relations Subfield
- POL 180 Introduction to International Relations
- POL 248 Politics of Development
- POL 254 Globalization
- POL 280 Contemporary International Relations
- POL 283 Terrorism
- POL 290 American Foreign Policy
- POL 296 International Law
- POL 380 Theories of International Relations
- POL 394 Identity and International Relations

Political Theory Subfield
- POL 160 Introduction to Political Theory
- POL 175 Introduction to Feminist Theory
- POL 261 Quantitative Research Methods in Political Science
- POL 264 Legal Theory
- POL 265 Modern Political Theory
- POL 266 Contemporary Political Theory
- POL 270 African-American Political Thought
- POL 279 Radical Thought from Karl Marx to George Bush
- POL 310 Feminist Legal Theory
- POL 363 Cyber Politics/Cyber Culture
- POL 375 Feminist Legal Theory
- POL 379 Radical Thought, Left and Right

CROSSLISTED COURSES

- PPOL 219 Sexual Minority Movements and Public Policy
- PPOL 328 Environmental Policy
- PPOL 364 Social Policy and Community Activism

COURSE DESCRIPTIONS

110 Introduction to American Politics

This course examines the capability of the American political system to respond to the needs of all its citizens. It looks at historical origins, basic institutions, distribution of power, popular influence, parties and social movements, the relationship of capitalism to democracy, and inequalities based on class, race, and gender. (Deutchman, Lucas, Johnson, Passavant, offered each semester; subfield: AMER)

Typical readings: readings change each semester, but include several books and often the daily New York Times

140 Introduction to Comparative World Politics

An ambitious introductory course, aimed at teaching students both basic political concepts—such as individualism and communitarianism, tradition and modernity, right and left, fascism and communism, democracy and capitalism—as well as the fundamentals of various political systems throughout the world. Students look at the impact of westernization, modernization, nationalism, racism, class conflicts, foreign intervention, and globalization and anti-globalization as they try to figure out just why it is that the world’s political systems are organized the way they are. (Orr, Staff, offered each semester; subfield: COMP)

160 Introduction to Political Theory

This course reads classical political theory from the Ancient Greeks through the early modern period in England. The class introduces students to some of
the major themes through which politics and political life have been understood. Beginning with Thucydides, it examines the virtues and values of the ancient world with attention to the dilemma between justice and expediency. Continuing with Plato and Aristotle, it considers justice, reason, and the good in the context of life in the polis. The course ends with the challenges Machiavelli’s and Hobbes’ notions of power present for the presumption of an original human sociality, for the emergence of liberal ideals of individual autonomy and national sovereignty. (Dean, offered annually; subfield: TH)

175 Introduction to Feminist Theory This course introduces students to key ideas in American feminist thought. Juxtaposing the concerns motivating first, second, and third wave feminists, the course highlights changes in the politics of bodies, gender, and identities. How is it, for example, that some second wave feminists sought to politicize housework while contemporary feminists are more likely to concern themselves with complex articulations of sexuality, pleasure, and autonomy? The course situates these changes within their social, economic, and historical contexts. Course materials include films, popular culture, memoirs, and novels as well as important texts in feminist theory. (Dean, offered occasionally; subfield: TH)

180 Introduction to International Relations As a broad introduction to the study of international relations (IR), this course is designed to give students an understanding of the basic concepts of world politics, an appreciation of the evolution of the current state system, and a sampling of various approaches and theories of IR. Readings come from primary documents, as well as a standard text. The course is grounded in an awareness of current events. Students examine how the lens used to view the world shapes understanding of the world, its problems, and possible solutions. (Dunn, offered every semester; subfield: IR)

Typical readings: John Baylis and Steve Smith, The Globalization of World Politics; Sven Lindqvist, Exterminate all the Brutes

204 Modern American Conservatism One of the most significant factors in American politics over the last 25 years has been the rise of the Right in the United States. Although there has long been a tradition of an active Right in the U.S., it was for the most part politically marginalized. Over the last 25 years it has been increasingly successful and influential. This is especially true for the Religious Right or Christian Right. In this class students focus specifically on the role of the media, both in terms of how it spreads the message of the Christian Right and how it is used by the Right. (Deutchman, offered annually; subfield: AMER)

Typical readings: Diamond, Not by Politics Alone: The Enduring Influence of the Christian Right; Christie Whitman, It’s My Party, Too; David Dombe, God Willing?

212 The Sixties “The Sixties” is commonly memorialized as a period of radical social, political and cultural change in the United States. This course examines the origins of the various social movements—civil rights, black power, anti-war, women’s liberation—which characterized the decade and assesses their impact on the late 20th century American political landscape. By engaging primary materials, sociological studies and autobiography, students are asked to offer critical analysis of the era’s many leaders, organizations and ideas. Additionally, this course addresses the character of conservative responses to the egalitarian overtures of Sixties oppositional movements and public policy changes. (Johnson, offered alternate years)

215 Racial and Ethnic Politics This course examines the historical and contemporary relationship between ethnic minority and majority groups in the American political system. The course looks at the use and effectiveness of political and social power in shaping American race relations and the ability of alternative methods to change those relations. The focus of the course is largely on the relationship between U.S. society and African-Americans, but Asian-Americans, Hispanic-Americans, and Native Americans are also covered. (Johnson, offered annually; subfield: AMER)

Typical readings: Pohlmann, Black Politics in Conservative America; Fong, The Contemporary Asian American Experience; Duigan and Gann, The Spanish Speakers in the United States

221 Voting and Elections This course studies both the operation of elections and the role of public opinion in shaping the government of the United States. It examines historical and contemporary patterns of voting and explores the expansion and limitation of suffrage in the political process. (Lucas, offered alternate years, subfield AMER)

Typical readings: Dionne and Pomper, The Election of 2000; Lublin Paradox of Representation; Norrander and Wilcox, Understanding Public Opinion

222 Political Parties Despite early skepticism and modern contempt, political parties have become integral components of the American political process. This course examines the historical and contemporary functions of American political parties in comparison to other democratic nations. It outlines the operational, functional, and electoral factors that shape the American party system. The
course further examines the role and challenges of third parties in the U.S. (Lucas, offered annually; subfield AMER)

Typical readings: Eldersveld and Walton, Political Parties in American Society; Herron and Green, Multiparty Politics in America; Wayne, The Road to the White House

224 The American Congress This course examines Congress as a major institution within the American political system. It studies the constitutional, theoretical, and practical behavior of members of the legislative branch in relation to American public policy, other political institutions, and the American public at large. Particular attention is devoted to influences on congressional behavior. (Lucas, offered annually, subfield AMER)


225 The American Presidency This course examines presidential powers from both historical and contemporary perspectives. It places the presidency within the broader analytical context of James MacGregor Burns’ notion of “the deadlock of democracy,” and assesses whether the office of the presidency has the power needed to translate presidential objectives into public policy during a time of resource scarcity. Finally, it assesses proposed policy recommendations for constitutional and procedural reform. (Subfield: AMER)

Typical readings: Lowi, The Personal President; Grover, The President as Prisoner; Smith, George Bush’s War; several other paperbacks

229 State and Local Government This course is concerned with the structures, functions, and politics of state governments. It highlights the similarities and differences that characterize the 50 states. It examines the historical and constitutional roles of the state; the role of the states in the federal system; and variations among the states in regard to economic characteristics, citizen attitudes, voter participation, political parties, and public policy. (Subfield: AMER)

Typical readings: Saffell, State and Local Government: Politics and Public Policy; Beyle, State and Local Government: CO’s Guide to Current Issues; articles from scholarly journals, and computer simulations

236 Urban Politics and Public Policy This is one of the core courses in the urban studies program. Among the topics examined are: the structure of urban governments; urban service delivery; the concentration of power in urban settings; the urban fiscal crisis; and relations between city, state, and national governments. (Johnson, offered annually; subfield: AMER)

Typical readings: Banfield, The Unheavenly City Revisited; Buss and Redburn, Shutdown at Youngstown; Wilson, The Truly Disadvantaged; Kozol, Savage Inequalities

238 Sex and Power The overwhelmingly male bias in the American political system raises fundamental questions about equity, justice, and the representation of all interests. The feminist movement, in an attempt to answer some of these questions, has in effect redefined politics itself, fundamentally altering the terms of the debate. This course uses the framework that “the personal is political” to critique the American political system from a variety of feminist perspectives. Specifically, the course focuses on the issues of the sexual revolution, rape and pornography, and the sexuality debates within the feminist community. (Deutchman, offered annually; subfield: AMER)

Typical readings: Juska, A Roundheeled Woman; Lefkowitz, Our Guys

243 Europe After Communism An old Chinese curse says “May you live in interesting times!” East Europeans have, living through all the great (and awful) “isms” of the last century and ending up with postcommunist global capitalism today. The course focuses on communism: what was it, why did people embrace it, why did it fail? Then it studies what has happened since: it looks at the revolutions of 1989, the dilemmas of democratization, the rise of nationalism, the problem of privatization, the rise and decline of civil society, and the social costs of transformation. The course looks at the region in general, with particular focuses on Poland and the former Yugoslavia. (Ost, offered alternate years; subfield: COMP)

Typical readings: Ost, Solidarity and the Politics of Antipolitics; Greskovits, Political Economy of Protest and Patience; Glenny, The Fall of Yugoslavia; Powers, In the Memory of Forest

245 Politics of the New Europe This course studies the evolution of postwar Europe—from radicalism to globalism, the welfare state to Blairist Thatcherism, Stalinism to the fall of the Berlin wall, American domination to the rise of the European Union. The focus of the course is the rise and fall of class politics. It explores what capitalism and socialism have meant to Europe, and contrasts European with U.S. politics. Topics include the crisis of prewar Europe, Keynesianism and communism, the meaning of 1968, radicalism, populism, the new right, and the New Europe. (Ost, offered alternate years; subfield: COMP)

Typical readings: Spiegelman, Mao; Kesselman and Krieger, European Politics in
248 Politics of Development Why are some countries wealthier than others? Is it because they have different resources, or are some better at organizing themselves? Are the World Bank and the WTO actually forces for good—or evil—or both? This course identifies some key factors affecting economic development in countries and regions around the world. Students question whether culture matters, compares the successes and failures of government intervention, and explores whether “globalization” is generating new possibilities for countries—or just new traps. (Staff, offered annually; subfields: IR, COMP)

Typical readings: Caufield, Masters of Illusion; Klitgard, Tropical Gangsters; Fallows, Working at the Sun; Escoobar, Encountering Development

249 Protest Politics in Comparative Perspective This is a course in “unconventional” politics around the globe. In recent years, movements have become an inexorable part of the current political system. What are movements? How and why do they come about? What are their aims and purposes? How have movements changed over the past century? Why and when do movements become revolutions? Topics include the Russian Revolution, the lure of communism, the civil rights movement in the U.S., the struggle against communism in Eastern Europe, transnational social movements, and the “alternative globalization” movement. The course also includes theoretical social science readings on the causes, nature, and consequences of protests and movements. (Ost, offered alternate years; subfields: AMER, COMP)

Typical readings: Meyer and Tarrow, Power in Movement; Gornick, Romance of American Communism; Morris, Origins of the Civil Rights Movement; Tarrow, Power in Movement; Rose, Coalitions Across the Class Divide; Klein, No Logo

250 Globalization This course looks at five themes: global economics, global migration, global civil society, global human rights, and global institutions. Students examine how international mobility of both capital and labor transforms both lives and politics, and in different ways in different places. Questions include: Who do jobs and people go abroad? Who does it help and who does it hurt? What are the politics of the Caribbean nanny in the middle-class New York home? How does globalization weaken the state, and why is that so dangerous for democracy? Can transnational civil activism make things better? Can the UN or World Bank do a better job? Do “global human rights” exist? Should they? (Ost, offered alternate years; subfields: COMP; IR)

Typical readings: Stiglitz, Globalization and its Discontents; Friedman, The World is Flat; Ehrenreich, Global Woman; Stalker, The Non-Nonsense Guide to International Migration; Tarrow, Transnational Activism

255 The Politics of Latin American Development This course examines how politics in Latin American countries have been shaped by their differing historical role in supplying raw materials for First World consumption, tracing how the production of various crops (coffee, bananas, wheat) or goods (tin, beef) have led countries to develop different social structures and corresponding political systems. It also considers how recent efforts by social groups (women, indigenous people) to gain a greater voice in government have been both inspired and impeded by neoliberal reforms. (Staff, offered alternate years; subfield: COMP)

Typical readings: Thornton, Imagining Argentina; de Jesus, Child of the Dark; Warren, Indigenous Movements and Their Critics; Gleijeses, Shattered Hope; Collier, Basta!

257 Russia/China Unraveled This course explores the evolution and transformation of these two great powers over the last century. Students begin with trying to understand communism, through a close look at Soviet practices for building the “new society.” Students follow Russia’s trajectory from superpower to beleaguered nation, then turn to parallel developments in China and the reverse evolution from struggling nation to potential world power today. Why has China evolved so differently than Russia? What do the differences mean for the people who live there? What do these experiences tell about the nature of communism? What do they tell about America with its historic fears of communism? (Ost, offered alternative years)

258 Middle East Politics The Middle East is a geographic zone of crucial strategic and economic importance to the West, but is also a political zone facing its own internal difficulties in establishing democratic rule. This course examines the region’s colonial legacy, the politics of oil, struggles against dictatorship, the role of Islam, and competing concepts of identity: pan-Arab, Muslim, Shia, Kurdish, nationalist. It seeks also to identify Western stereotypes of “the oriental,” and so to gain understanding of how Middle Eastern political thought developed partly in dialogue with Western pressures and prejudices. (Staff, offered alternate years; subfield: COMP)

Typical readings: Stone, The Agony of Algeria; Said, Orientalism; Kapuscinski, The Shah of Shabs; Eposito, The Islamic Threat; Hosking, The
First Socialist Society, Scott, Beyond the Urals; Remnick, Resurrection; Meisner, Mao’s China; Hessler, River Town

259 African Politics The course traces the evolution of the African state from its colonial creation to its modern day “crisis” through an examination of how political, economic and social considerations have shaped and transformed African politics. The first section of the course examines the historical creation of contemporary African polities from the era of European colonization. In the second section, attention is paid to the creative solutions that African societies have employed as a response to both unique and universal problems of governance. (Dunn, offered alternate years; subfield: COMP)

Typical readings: Peter Schraeder, African Politics and Society; Adam Hochschild, King Leopold’s Ghost; Basil Davidson, Modern Africa; Ayi Kwei Armah, The Beautiful Ones Are Not Yet Born

261 Quantitative Research Methods in Political Science This course focuses on the application of empirical, quantitative methodology to political analysis. The goal is to acquaint students with the analytical and statistical tools used to understand the political process, to evaluate various theories of politics, and to assess the cause-effect relationships within the political system. This course is designed to introduce undergraduate students to the basic principles of research design and analysis, and to provide them with the tools to do their own empirical research. (Lucas, offered occasionally; subfield: TH)

264 Legal Theory This course addresses the relationship between liberalism and democracy, as well as the question of law’s relation to justice. The course engages in a critical inquiry into the values and weaknesses of law as a mechanism for seeking justice. Among the questions asked: is it possible or desirable for independent law to serve as a neutral ground for resolving conflict? What is the value of rights? Is liberal law inclusive and tolerant of diversity? Is democracy? Should we aspire to tolerance and diversity? What is democracy and does liberalism assist or hinder it? Should we assist or hinder democracy? Should we seek to escape the limits of law in order to do justice? (Passavant, offered alternate years; subfield: TH)

Typical readings: Stanley Fish, The Trouble with Principle; Carl Schmitt, The Concept of the Political; Anthony Scalia, A Matter of Interpretation; Jacques Derrida, Given Time

265 Modern Political Theory Reading texts from Locke through Nietzsche, this course considers the relation between freedom and slavery in modern European and American political theory. It interrogates the notion of the autonomous subject and the idea of instrumental reason that animates it. Additionally, it reads the self-criticism that is always part of the Enlightenment tradition for alternative conceptions of equality, interconnection, and human flourishing. (Dean, offered annually; subfield TH)

Typical readings are key works of Locke, Rousseau, Douglass, Kant, Hegel, Marx, and Nietzsche

266 Contemporary Political Theory Concentrating on late 20th century and early 21st century texts, this course grapples with the ways politics and the political have been configured and reconfigured under contemporary conditions of globally networked technoculture and communicative capitalism. How does a given conceptualization of the sites of politics link up with the designation of a matter as political? Although the texts vary from year to year, an emphasis on critical and poststructuralist theory as well as an attunement to cultural studies can be expected. (Dean, offered alternate years; subfield: TH)

270 African-American Political Thought This course examines the political, economic, and social statuses of African Americans in American society, as depicted in the speeches and writings of distinguished African-American thinkers, scholars and artists, from slavery to the present. It explores some fundamental tensions in African-American thought that are manifest in diverse and seemingly contradictory solutions, such as accommodation vs. protest, emigration vs. assimilation, and separatism vs. integration. (Johnson, offered alternate years; subfields: TH, AMER)

Typical readings: Selections from Meir, Negro Protest Thought; Washington, Up from Slavery; DuBois, Dusk of Dawn; Malcolm X, The Autobiography of Malcolm X; King, Why We Can’t Wait

279 Radical Thought from Karl Marx to George Bush This course examines left and right radical thought of the past 150 years. Students read the left radicals Marx and Lenin and anti-Soviet leftists such as the Frankfurt School and Sartre, as well as the anomalous approach of the anarchists and Freud, who influenced both left and right thinkers. Students then examine right-wing radicalism, reading the work of influential fascists, followed by postwar American radical thought. On the left, that means Herbert Marcuse’s New Left classic One Dimensional Man, Fanon and “Third Worldism,” and the re-embrace of liberalism with the discovery of “civil society.” On the right, that means the rise of the neoconservatives, from Allen Bloom to William
POLITICAL SCIENCE

Kristol, both important influences on George Bush and his entourage. Finally, students look at left responses to neo-conservatism, from Russell Jacoby to Zizek. (Ost, offered alternate years; subfield: TH)

Typical readings: Gottlieb, Marxism; Engles, Socialism; Freud, Civilization and its Discontents; Marcuse, One-Dimensional Man; Griffin, Fascism; Bloom, The Closing of the American Mind; Jacoby, The End of Utopia; Zizek, Revolution at the Gates

280 Contemporary International Relations This course examines contemporary issues within world politics, usually by developing a case specific focus. Such topics may include the Middle East conflict, political transitions in central Asia, or other current issues of the day. (Staff, offered occasionally; subfield: IR)

283 Terrorism Conflict has been a central issue in the relations among states since the advent of the modern nation-state system. Well before Sept. 11, 2001, terrorism had become a central feature of how conflict has been expressed in the modern international system. This course examines the causes of terrorism, the ways in which individuals and social groups have chosen to wage terrorism, the goals they have established, and the ways in which political and military leaders have chosen to engage in counter-terrorist strategies. Using specific case studies, the course compares the motivations and implications of ethno-nationalist terrorism, political terrorism, and religious terrorism, and the future of terrorism in a post-Sept. 11 world. (Dunn, offered alternate years; subfield IR)

290 American Foreign Policy This course is an introduction to the study of American foreign policy. The first section provides an historical overview of American foreign policy since World War II, highlighting the important events, themes, and trends that have shaped—and continue to shape—the making and practice of American foreign policy. The second section explores the process of foreign policy making within the American political context. This section examines the “nuts-and-bolts” of how decisions are made and implemented. The third and final section presents key foreign policy issues facing the United States today. (Dunn; offered annually; subfield: IR)

Typical readings: Stephen Ambrose and Douglas Brinkley, Rise to Globalism; Kenneth Jensen, Origins of the Cold War; Warren Strobel, Late-Breaking Foreign Policy: The News Media’s Influence on Peace Operations

296 International Law This course focuses on public international law. Subject matter includes human rights, issues relating to the environment, the use of force, the relationship between international law and domestic law, international dispute resolution, and questions of sovereignty and self determination. (Passavant, offered occasionally; subfield: IR)

Typical readings: cases, documents, and additional articles

320 Mass Media We live in a world of mediated political realities. Like Plato’s prisoners in the cave, we see only shadows, not realities. Yet these shadows have become our reality, through the power of the mass media. This, of course, raises a fundamental question about our ability to be self-governing when our understanding of politics is determined not by the events themselves, but by those who create and report them. (Deutchman, offered annually; subfield: AMER)

Typical readings: Cook, Governing with the News; Schudson, The Sociology of News. In addition, students are required to watch and analyze television news broadcasts

332 American Constitutional Law This course is concerned with the nature and development of the U.S. constitutional structure. Emphasis is placed on judicial review, the powers of national and state governments, limits on those powers, and the separation of powers. It addresses such issues as the regulation of private property, the constitutionality of an Independent Counsel, and the law and politics of impeachment. (Passavant, offered annually; subfield: AMER)

Typical readings: constitutional cases; Robert McCloskey, The American Supreme Court; Alexander Hamilton, James Madison, and John Jay, The Federalist Papers

333 Civil Rights This course addresses the constitutional and statutory protection of civil rights in America. It studies the gradual recognition and enforcement of civil rights, recent retreats, and contemporary difficulties in the implementation of egalitarian principles which inform citizenship in a democracy. Substantive areas of focus include desegregation, voting rights, gender discrimination, affirmative action, and the problems involved with proving discrimination that violates the Constitution. (Passavant, offered annually; subfield: AMER)

Typical readings: constitutional cases; Gary Orfield and Susan Eaton, Dismantling Desegregation; Mark Tushnet, Making Civil Rights Law

334 Civil Liberties This course analyzes key constitutional liberties like freedom of religion, the “wall of separation” between church and state, and freedoms of speech and press. It also addresses problems regarding sex and the Constitution (abortion and homosexuality), and whether there is a right to die. It studies how governments are
obliged to act and the constitutional limits placed on the way governments may act. (Passavant, offered annually; subfield: AMER)

Typical readings: constitutional cases; Ronald Dworkin, *Freedom’s Law*; Anthony Lewis, *Gideon’s Trumpet*; Isaac Kramnick and R. Laurence Moore, *The Godless Constitution*

335 Law and Society This course addresses the relationship of “law” and “society” -- does law stand above society and adjudicate disputes in a neutral manner, or do law and society bleed into each other such that law is corrupted by social interests and therefore invariably “political” in the way that it is used to address disputes? Additionally, how does law frame our perception of such issues as ownership and value? How does law affect “who gets what”? What are the implications of these findings for America’s belief in liberalism and the value of liberalism’s individual rights? Substantive areas of focus include the problems of objectivity in interpretation, whether legal rights matter, conflicts between rights to free speech and private property in the area of Intellectual Property law, and the consequences for law and freedom posed by “gated communities.” (Passavant, offered alternate years; subfield: AMER)


348 Racism and Other Hatreds What is the role of conflicts and hatreds in politics? This course looks at various politicized hatreds around the world, based on race, nation, and religion. Students explore hatreds in a variety of contexts: anti-Chinese and anti-Black racism in the U.S.A; anti-Semitism in Europe; ethnic hatreds in Africa; and look at topics such as the role of science; the relationship between race and class; and the nature of nationalism. The aim of the course is to understand how political conflicts can best be organized to create a more democratic society. (Ost, offered alternate years; subfield: COMP)


363 Politics and the Internet That globally networked communications media are radically changing the world is widely accepted. What these changes mean, however, is widely debated. This course focuses on these debates, asking whether networked media enhance democratic practices or facilitate new forms of political control and economic exclusion. It takes up issues of privacy, surveillance, virtual communities, speed, and the differing logics of networks. (Dean, offered alternate years; subfield: TH)

Texts may include Web-based sources, films, and books such as Barabasi, *Linked*; Dyer-Witheford, *Cyber-Marx*; Rheingold, *Smart Mobs*

375 Feminist Legal Theory This course examines the gender(s) of law. Students prepare court cases and feminist legal analyses to investigate the relationship between power and law as it establishes the boundaries separating public from private, straight from gay, qualified from unqualified, madonna from whore. Topics include workplace discrimination, sexual harassment, prostitution, pornography, abortion, rape, and child custody. (Dean, offered alternate years; subfield: TH)


379 Radical Thought Left and Right This course explores the sources of, and the transformation in, European and American radical political thought since the time of Marx. Students begin with Marx, and then look closely at the Frankfurt School, Freud, Sartre, Herbert Marcuse, and the New Left in America and Eastern Europe. The course concludes with a discussion of the New Right and of American and European radicalism in the new globalized world. (Ost, offered alternate years; subfield: TH)


380 Theories of International Relations Theories of international relations are plentiful, and debatable. This course examines a number of theory traditions in the study of international relations and involves the student in efforts to further develop the theory and/or to test some of its claims empirically. The theories selected vary from semester to semester, but come from such areas as structural realism, liberal internationalism, globalism, constructivism, and world systems. (Dunn, offered every year; subfield IR)


394 Identity Politics in International Relations This course examines how concepts of identity form and matter in the international system. Students consider how rational, ethnic, and other identities are shaped by international incentives and constraints such as trade interests, security, cultural flows, media, communication networks, and international norms like human rights or environmental protection. Examining a range of topics varying with the latest world events, students also
develop a theoretical basis for understanding the significance of identity politics in world affairs. (Staff, Dunn, offered alternate years; subfield IR)

Seminar
Seminar for juniors and seniors change yearly. Seven or more seminars are offered each year. Maximum enrollment in the seminars is set at 12. The seminars are limited to political science majors unless there is space and the professor chooses to sign in a non-major. The following are descriptions of some recent and planned seminars.

416 Native People’s Politics This course examines the politics of indigenous and tribal peoples around the world: Native Americans; Latin American Indians; Australian Aborigines; and the Maoris of New Zealand. Students consider how current political movements reflect the historical experience of forcible incorporation into modern states, and why such people seek to preserve their internal ethnic cohesion by invoking rights to self-determination. This course also employs theory from international relations and comparative politics to examine larger issues: how discourses of nation-building, the modern state, European ideas of “savagery” and “civilization,” and economic development have contributed to creating this category of ethnic conflict. (Staff)

426 Partisanship in the 21st Century This seminar explores the nature of American loyalty to their party system. It addresses how party attachments among the public have evolved in the late 21st century and reasons behind shifting voting alignments and behaviors in the U.S. It examines the role of political, social, and economic factors in shaping contemporary political patterns. (Lucas)

428 Pan-Africanism Pan-Africanism refers to the political and cultural opposition to the legacies of racial capitalism, colonization, and imperialism. With discussion shifting from intellectual writing to activities taking place in the streets, dance-halls and athletic arenas, the course probes the extent to which emancipatory ideas have been “tainted” by the powers-that-be. For example, students look at how dominant notions of gender, sexuality, class, color, leadership and religion have sometimes compromised Pan-Africanism’s liberatory potential. Finally, they look at the challenges for a new Pan-Africanism posed by globalization and the technological revolution. (Johnson)

432 Politics in the Movies This seminar examines the changing ways in which Hollywood has depicted Washington. Films begin with the “days of innocence” when politicians were seen as good men (and they were all men), as in “Mr. Smith Goes to Washington.” A critical edge emerges in the 1960s, with “The Manchurian Candidate” and “Dr. Strangelove.” Watergate gave us “All the President’s Men,” and then Robert Redford gave us “The Candidate,” which is compared with the 90s film “Wag the Dog” to see the very different ways in which the interplay of media and politics is presented. (Deutchman)

437 Europe and America Is this historic alliance coming to an end? In light of the recent decline in transatlantic relations due to U.S. policy in Iraq, this course takes a close look at the evolution of U.S.-Europe relations, and at similarities and differences in policies and sensibilities. Students look at classic American attitudes to Europe and European attitudes to America, with a particular focus on the French experience with Americanization. Students then look at attitudes since World War II, and explore the legacy of the “cultural cold war,” as they try to figure out why there are such divisions today over styles of domestic and foreign politics, and on issues such as globalization, the role of military power, and the value of international treaties. Students take particular time to look at the conflict over Iraq. (Ost)

459 Law and Globalization What are the consequences for law and democracy in an age when national sovereignty is in a state of crisis? This is the primary research question for the course. This course considers such substantive questions as the anti-globalization movement as a legal movement, intellectual property issues in globalized space, the relationship between human rights and national sovereignty, and new transnational legal practices. (Passavant)

462 Public Spheres Democracy, many think, is rule by the public. But who or what is the public? Does it refer to a numerical group? Or occupants of a specific territorial space? To an ideal collectivity who may not yet exist but can be called into being? Is it an adjective denoting something funded by the government, as in “public housing”? This seminar considers the impact of any of these understandings of the public in terms of their opposites: the domestic private sphere, the economic private sphere, and the sphere of secrets. Grappling with the impact of notions of the public on conceptions of democracy, students ask whether democracy requires something like a public sphere, and what this means in a mediated, technocultural age. (Dean)
481 International Travel This course is designed to explore the multiple and varied ways that travel and tourism are related to international relations. As such, the topics explored during the semester cover, but are not limited to, imperialism and (neo)colonialism, international political economy and development, refugees and migration, ideology and nationalism, and diplomacy and security. In so doing, this course attempts to illustrate the centrality of travel and tourism to the study of international relations in the 21st century. (Dunn)

450 Independent Study

495 Honors

**PSYCHOLOGY**

Michelle Rizzella, Ph.D.; Associate Professor, Department Chair
Debra DeMeis, Ph.D.; Professor
Karen Feasel, Ph.D.; Assistant Professor
Ron Gerrard, Ph.D.; Adjunct Professor
Jeffrey M. Greenspon, Ph.D.; Professor
Jon Iuzzini, Ph.D.; Assistant Professor
Beth Wilson, Ph.D.; Assistant Professor
Uta Wolfe, Ph.D.; Assistant Professor

Psychology provides students with a broad introduction to the study of behavior and its underlying processes with emphasis on psychology as an experimental science.

The department offers a disciplinary major and minor. To count toward the major or minor, courses must be passed with a grade of C- or better. In order for courses to count toward the psychology major or minor, the following prerequisites must be met: 200-level courses require PSY 100 or PSY 101 as a prerequisite; 300-level non-lab courses require PSY 100 and at least one 200-level course, which might be specified; 300-level lab courses require PSY 100, PSY 210, and at least one other 200-level course, which might be specified. Refer to individual course descriptions for specific 200-level prerequisites.

**REQUIREMENTS FOR THE MAJOR (B.A.)**

Disciplinary, 11 courses
PSY 100 or PSY 101 and PSY 210; one course from laboratory group A; one course from laboratory group B; two 300-level non-lab courses; four additional psychology courses, only one of which may be at the 400-level, one of which must be the prerequisite for a 300-level group A lab course, and one of which must be the prerequisite for the 300-level group B lab course; and one course from outside the department that provides another perspective on behavior.
Requirements for the Major (B.S.)

disciplinary, 16 courses
All of the requirements for the B.A. in psychology, plus five additional courses in the natural sciences, approved by the adviser, assuming the course that provides a perspective on behavior from a discipline other than psychology is in the natural sciences. Otherwise, six additional natural science courses are needed.

Requirements for the Minor

disciplinary, 6 courses
PSY 100 or PSY 101 and PSY 210; one psychology laboratory course (either group); and three additional elective psychology courses, only one of which may be at the 400 level. One of the electives must be a prerequisite for either a group A or B laboratory course.

200-Level Elective Courses

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>PSY 203</td>
<td>Introduction to Child Psychology and Human Development</td>
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<td>PSY 205</td>
<td>Adolescent Psychology</td>
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<td>PSY 220</td>
<td>Introduction to Personality Psychology</td>
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<td>PSY 221</td>
<td>Introduction to Psychopathology</td>
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<td>PSY 222</td>
<td>Introduction to Social Psychology</td>
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<td>PSY 230</td>
<td>Biopsychology</td>
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<td>PSY 231</td>
<td>Cognitive Psychology</td>
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<td>PSY 245</td>
<td>Introduction to Cross-Cultural Psychology</td>
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<td>PSY 275</td>
<td>Human Sexuality</td>
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<td>PSY 299</td>
<td>Sensation and Perception</td>
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<td>WMST 223</td>
<td>Social Psychology</td>
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<tr>
<td>WMST 247</td>
<td>Psychology of Women</td>
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300-Level Laboratory Course Groups

Group A

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>PSY 305</td>
<td>Psychological Test Development and Validation*</td>
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<tr>
<td>PSY 310</td>
<td>Research in Perception and Sensory Processes</td>
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300-Level Non-Laboratory Courses

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<td>WMST 372</td>
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Course Descriptions

100 Introduction to Psychology This course offers a comprehensive survey of the methodology and content of present day psychology. Emphasis is placed on the development of a critical evaluative approach to theories and empirical data. (Fall and Spring, offered annually)

101 Advanced Introductory Psychology This course is an advanced introductory course designed for likely majors or for students with exceptional interest and commitment to the study of psychology. The course offers an in-depth survey of psychological topics and emphasizes active student involvement. Students read primary sources in addition to a standard text book, and an active learning project (such as designing and conducting a research study or behavioral intervention or participating in community-based service-learning activities) is required. Oral and written communication of students' work and ideas are also emphasized. (Offered annually)

203 Introduction to Child Psychology and Human Development This course provides an overview of theories and empirically based research in child development. The focus is on normative development as it occurs from conception through late childhood. Areas of development that receive considerable emphasis are theoretical approaches to development, behavioral genetics, the impact of parents and...
family environments toward healthy adjustment, the development and maintenance of gender roles throughout childhood, the impact of friendships on development, and the development of morality. Prerequisite: PSY 100. (Offered alternating years)

205 Adolescent Psychology This course explores the developmental research associated with adolescence. Emphases include theoretical positions on growth and development, the construction of identity as a developmental task for adolescents, social development, and sexuality. Considerable attention is given to how social structural systems (such as schools, families, and peers) impact development both directly and indirectly. Contemporary as well as classic research is examined. Prerequisite: PSY 100. (Offered alternating years)

210 Statistics and Research Methods A survey of basic procedures for the analysis of psychological data, topics in this course include basic univariate and bivariate descriptive statistics; hypothesis testing; and a variety of analyses to use with single group, between group, within group, and factorial designs. A study of experimental methods is also conducted with laboratory. Prerequisite: PSY 100. (Rizzella, Greenspon, offered each semester)

220 Introduction to Personality Major theoretical approaches and contemporary research are evaluated to assess the current state of knowledge about intrapsychic, dispositional, biological, cognitive, and sociocultural domains of personality functioning. The personal, historical, and cultural contexts of theory development are emphasized. Application of personality concepts to individual lives is encouraged to enhance understanding of self and others. Prerequisite: PSY 100. (Feasel, offered annually)

221 Introduction to Psychopathology This course primarily focuses on the theoretical models, diagnosis and assessment of adult psychological disorders. Childhood disorders, relevant controversies and prevention are also covered, time permitting. Typical readings assigned beyond the primary text include case studies and autobiographical accounts of mental illness. Prerequisite: PSY 100. (Wilson, offered annually)

227 Introduction to Social Psychology This course introduces students to theory and research in social psychology, the study of the nature and causes of individual and group behavior in social contexts. Emphases are placed on understanding social psychological theories through studying classic and current research and on applying social psychological theories to better understand phenomena such as person perception, attitude change, prejudice and discrimination, interpersonal attraction, conformity, aggression, and intergroup relations. Prerequisite: PSY 100. (Staff, offered occasionally)

230 Biopsychology This course examines relationships between biology and behavior. Lectures are designed to concentrate on those aspects of biopsychology that are interesting and important to a broad audience. A topical format is employed focusing on contemporary areas. Prerequisite: PSY 100. (Greenspon, offered annually)

Typical readings: Kalat, Biological Psychology, and related articles

231 Cognitive Psychology This course is designed to provide a general understanding of the principles of cognitive psychology. Cognitive psychology is the scientific approach to understanding the human mind and its relationship to behavior. The course introduces students to classic and contemporary empirical research in both theoretical and practical aspects of a variety of cognitive issues. Topics included are pattern recognition, attention, mental representation, memory, language, problem solving and decision making. Prerequisite: PSY 100. (Rizzella, offered annually)

243 Organizational Psychology This course provides an introduction to organizational theory and behavior. Issues relating to effectiveness, communication, and motivation within organizations are considered from the point of view of the individual. Some selected topics include leadership, management-employee relations, the impact of technology and the environment on organizations, and organizational survival and change. Prerequisite: PSY 100. (Offered occasionally)

Typical readings: Baron, Behavior in Organizations, and current articles

245 Introduction to Cross-Cultural Psychology Cross-cultural psychology is the systematic, comparative study of human behavior in different sociocultural contexts. This course examines theory and research that pertain to cross-cultural similarities and differences in human experience and functioning. The cultural antecedents of behavior are emphasized. Course readings focus on the diversity of human experience in domains such as cognition and intelligence, emotion and motivation, socialization and development, social perception and interaction, and mental health and disorder. Prerequisite: PSY 100. (Offered occasionally)

275 Human Sexuality The primary aim of this course is to explore contemporary issues of the human sexualities. Emphasis is given to psychosocial and cross-cultural research of the
20th century and the sequelae of institutional forces designed to pathologize sexual expression. Topics include variations of sexual behavior, sexual response, sexual deviance, and sexual dysfunction and treatment. Prerequisite: PSY 100. (Offered annually)

Typical readings: Strong and DeVault, Human Sexuality

309 Topics in Sensory Perception An in-depth exploration of a specific topic in sensory perception, using advanced readings from the primary literature. The topics covered vary from semester to semester but might include study of a particular sensory system (e.g., hearing or touch), study of a particular sensory ability (e.g., color vision), or study of a particular issue in perception (e.g., perceptual development or brain mechanisms of perception). Prerequisites: PSY 100 and PSY 299 or permission of the instructor. (Wolfe, offered occasionally)

310 Research in Perception and Sensory Processes An introduction to conducting research on the senses (with laboratory). Students explore contemporary issues in sensation and perception through classroom discussion and “hands on” research experience. Working closely with the instructor, students develop, conduct, analyze, and present research projects on specific topics in the field. Prerequisites: PSY 100, PSY 210 and PSY 299. (Wolfe, offered annually)

311 Research in Behavioral Neuroscience This course exposes students to basic concepts of psychological research in the area of neuroscience. Emphasis is placed on theoretical and methodological issues surrounding the study of brain-behavior relationships. Specifically, the history of questions to which theory and method have been applied, the logic implicit to answer certain kinds of questions, and the strengths and limitations of specific answers for providing insights into the nature of the brain-behavior relationship are examined. The development of conceptual and theoretical skills is emphasized. Prerequisites: PSY 100, PSY 210 and PSY 230, or permission of instructor. (Greenspon, offered annually)

Typical readings: selected journal articles and book chapters

321 Research in Developmental Psychology This is an advanced class in research methodology. Research methodologies are discussed in the context of human development. Emphases are placed on methodological decisions investigators make when designing research projects and the interpretations that can be drawn from research given methodological limitations. Considerable attention is given to the ethical parameters of involving humans in clinical/single subject, experimental, naturalistic, and field studies. Students are asked to complete a research project and make a formal presentation of their project to other students and invited faculty. Prerequisites: PSY 100, PSY 210, and PSY 203 or PSY 205. (Offered annually)

322 Research in Personality Psychology This course provides an introduction to a variety of methods employed in the service of three complementary objectives of personality research: 1) holistic understanding of the unique
organization of processes within individuals; 2) explanation of individual differences and similarities; and 3) discovery of universal principles that characterize human personality functioning. Practical, ethical, and theoretical considerations for assessing and studying personality characteristics and processes are emphasized, as are interpretation and critical analysis of published research. Students design, carry out, and report original research. Prerequisites: PSY 100, PSY 210 and PSY 220. (Feasel, offered annually)

327 Research in Experimental Social Psychology
This course is designed to acquaint students with experimental research approaches in social psychology. Through examination of classic and contemporary studies and innovative as well as traditional methods in the discipline, the practical and ethical challenges of designing, conducting, and interpreting social psychological research are explored. Students design and carry out original research. Prerequisites: PSY 100, PSY 210 and PSY 227 or WMST 223. (Offered occasionally)

331 Research in Cognition
An in-depth examination of experimental methodology in the field of cognitive psychology is covered in this course. The use of reaction time and accuracy measures is emphasized. Students conduct a study in a cognitive area of their choice and present it during a classroom poster session. Prerequisites: PSY 100, PSY 210 and PSY 231. (Rizzella, offered annually)

344 Topics in Personality
This course explores classic and current theory and research pertaining to fundamental and often controversial issues in personality psychology. The course follows a seminar format that emphasizes critical analysis and articulation of ideas, both in discussion and in writing. Topics are announced in advance. Possible topics include personality and culture; personality development; self and identity; personality and interpersonal relationships; ethnic identity, personality and emotion. Prerequisites: PSY 100 and PSY 220, or permission of instructor. (Feasel, offered annually)

346 Topics in Cross-Cultural Psychology
This course provides an in-depth examination of a contemporary topic in cross-cultural psychology. Topics may include: culture and cognition; cultural contexts of emotional experience; culture and communication; culture, mental health, and psychopathology; social perception across cultures; cultural influences on social behavior; diversity and intercultural training; prejudice and discrimination; or ethnic identity. Course activities draw upon extensive readings in the primary literature of the selected topic. (Offered occasionally)

347 Research in Cross-Cultural Psychology
This course concentrated on the study of human behavior and experience as they occur in different cultural contexts and/or are influenced by cultural factors. Special attention is devoted to cross-cultural research methodology. Claims about the generality or universality of psychological laws and theories are evaluated. Students use knowledge gained in this course to design and carry out a research project. Prerequisites: PSY 100, PSY 210, and PSY 227 or PSY 245. (Offered occasionally)

350 Research in Clinical Psychology
This course provides an introduction to the scientist-practitioner model of clinical psychology. Students examine a variety of theoretical models of psychotherapy and research regarding the effectiveness of therapeutic interventions. Contemporary treatment issues and ethics are also considered. Students are introduced to clinical research methods and design a single-case behavior-change experiment. The laboratory component provides an opportunity for students to learn and practice basic counseling skills with their peers. Prerequisites: PSY 100, PSY 210 and PSY 221. (Wilson, offered annually)

352 Topics in Clinical Psychology
The scope of this course varies from covering general clinical issues to a more in-depth analysis of one topic area. The topic is announced in advance and may include aggression and violence, positive psychology, forensic psychology, community psychology, child psychopathology or child psychotherapy. Prerequisites: PSY 100 and PSY 221. (Wilson, offered occasionally)

359 Topics in Behavioral Neuroscience
This course surveys literature and theory representative of an important contemporary conceptual issue in behavioral neuroscience. Each year topics for the course are announced in advance. The course is designed to include a nonspecialized group of students having a varied distribution of psychology courses and interested in developing conceptual relationships among different subdivisions within psychology. Prerequisites: PSY 100 and at least one other psychology course. (Greenspon, offered occasionally)

370 Topics in Developmental Psychology
This course surveys theory and research reflecting contemporary issues in life span development. Theoretical and empirical readings are drawn from several current psychological discourses within developmental science. This course is open to students with a varied distribution of psychology courses. Topics to be covered are announced in advance. Prerequisites: PSY 100 and PSY 203 or PSY 205. (Offered occasionally)
373 Topics in Social Psychology: This course surveys the empirical and theoretical literature associated with a significant contemporary issue in social psychology. Topics are announced in advance. Possible topics include persuasion and social influence, processes in social cognition, prejudice and intergroup relations, altruism and prosocial behavior. Prerequisites: PSY 100 and PSY 227 or WMST 223. (Offered occasionally)

375 Topics in Cognitive Psychology: In this seminar, students read primary research articles and study current theories and empirical findings in an area of cognition. Students are required to make substantial contributions to the course through classroom discussion. Topics vary from year to year; topics covered in the past include mental representation, accuracy of memories, creation of false memories, and flashbulb memories. Two substantial term papers are required. Prerequisites: PSY 100 and PSY 231. (Rizzella, offered occasionally)

450 Independent Study (Staff)

495 Honors (Staff)

The public policy program connects classroom learning to efforts through public policy to solve problems in the larger society, teaching analytic skills within an interdisciplinary, liberal arts context. Its goal is that graduates think and act critically in public affairs. Students explore the methodological, analytical, empirical, and ethical issues of policy formulation and implementation. Public Policy is designed to prepare students for careers in government, human services, social work, urban affairs, city planning, law, community organizing, business, communications, or academia.

The public policy program offers an interdisciplinary major and minor. Students majoring or minor in public policy must develop a concentration.

Some examples of concentrations are:
- Children and Families
- Education
- Environmental Policy
- Development Policy
- Foreign Policy
- Health Care
- Law
- National Policy Process
- Sexuality
- Technology
- Welfare

All courses applied toward a public
policy major or minor must be completed with a grade of C- or higher. The following requirements apply to students declaring their majors and minors as of February 15, 2006, and beyond.

REQUIREMENTS FOR THE MAJOR  
interdisciplinary, 10 courses  
One course in each of the three public policy core groups (humanities, social sciences, natural sciences); two courses in public policy research methods, one of which must be quantitative; at least three 200-level or above courses forming a concentration in an area chosen by the student (see examples below); a capstone course that requires writing a policy brief; and a one-course practicum (an independent study or off-campus program experience; students should register for PPOL 499). No more than four courses (excluding the practicum) may be taken in any one discipline. The capstone course should be completed in the senior year, but it may be completed in the junior year if circumstances require this. Each semester there are a variety of courses offered in which students may elect to write a policy brief (often in addition to the regular course work) and which thus can count as the student’s capstone course. To complete the practicum, students should make arrangements with a faculty sponsor before beginning the work. A practicum requires, in addition to registering for PPOL 499, an internship of at least 150 hours taken under the direction of a faculty sponsor, the keeping of an internship journal, and the writing of an extensive research paper on a public policy issue related to the internship.

REQUIREMENTS FOR THE MINOR  
interdisciplinary, 6 courses  
Two public policy core courses from two different divisions; one research methods course; two courses forming a concentration in an area chosen by the student (see examples below); and a capstone course that requires writing a policy brief. No more than three courses may be taken in any one discipline.

EXAMPLES OF POLICY BRIEF COURSES

- ECON 316 Labor Market Analysis
- ECON 317 Economics of Sports
- ECON 326 Public Microeconomics
- EDUC 460 Baccalaureate Seminar: Moral and Ethical Issues in Education
- PHIL 236 Philosophy of Law
- PPOL 219 Sexual Minority Movements and Public Policy
- PPOL 328 Environmental Policy
- PPOL 364 Social Policy and Community Activism
- SOC 375 Social Policy

CORE COURSES

Humanities
- HIST 311 20th-Century America: 1917-1941
- HIST 312 The United States Since 1939
- PHIL 150 Issues: Justice and Equality
- PHIL 151 Issues: Crime and Punishment
- PHIL 152 Issues: Philosophy and Feminism
- PHIL 154 Issues: Environmental Ethics
- PHIL 155 Issues: Morality of War
- PHIL 158 Issues: Debating Public Policy
- PHIL 159 Issues: Global Justice

Social Sciences
- ANTH 110 Introduction to Cultural Anthropology
- ECON 122 Economics of Caring
- ECON 160 Principles of Economics
- POL 110 Introduction to American Politics
- PPOL 101 Democracy and Public Policy
- SOC 100 Introduction to Sociology

Natural Sciences
- BIOL 162 Dangerous Diseases
- BIOL 164 A Biotech World
- CHEM 110 Molecules That Matter
- ENV 170 The Fluid Earth
- ENV 191 Environmental Science
- FSEM 041 Science and Public Policy
- GEO 170 The Solid Earth
- PHYS 140 Principles of Physics
- PHYS 150 Introductory Physics I

RESEARCH METHODS COURSES

Qualitative
- ANTH 227 Intercultural Communication
- ANTH 273 Ethnographic Research and Methods
- PHIL 120 Critical Thinking and Argumentative Writing
- SOC 211 Research Methods

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### Quantitative
- BIO 212: Biostatistics
- ECON 212: Statistics
- ECON 304: Econometrics
- POL 261: Introduction to Quantitative Research Methods in Political Science
- PSY 210: Statistics and Research Methods
- PSY 305: Psychological Test Development and Validation
- SOC 212: Data Analysis

### Concentrations
#### Children and Families
- ALST 200: Ghettoscapes
- ANTH 230: Beyond Monogamy
- BIDS 307: Children in Contexts
- ECON 248: Poverty and Welfare
- ECON 310: Economics and Gender
- EDUC 203: Children with Disabilities
- EDUC 332: Disability, Family, and Society
- HIST 367: Women and the State: Russia
- POL 333: Civil Rights
- POL 375: Feminist Legal Theory
- PPOL 364: Social Policy and Community Activism
- PSY 203: Child Psychology and Human Development or
- PSY 205: Adolescent Psychology
- SOC 225: Sociology of the Family
- SOC 226: Sociology of Sex and Gender
- SOC 258: Social Problems
- SOC 310: Generations
- SOC 375: Social Policy
- WMST 247: Psychology of Women

#### Education
- BIDS 307: Children in Contexts
- ECON 248: Poverty and Welfare
- EDUC 203: Children with Disabilities
- EDUC 333: Literacy
- EDUC 338: Inclusive Schooling
- EDUC 370: Multiculturalism
- EDUC 460: Baccalaureate Seminar: Moral and Ethical Issues in Education
- POL 333: Civil Rights
- PPOL 364: Social Policy and Community Activism
- PSY 203: Child Psychology and Human Development or
- PSY 205: Adolescent Psychology
- SOC 261: Sociology of Education

#### Environmental Policy
- ANTH 280: Environment and Culture: Cultural Ecology

### Public Policy Studies
#### ARCH 301: Design II: The Immediate Environment
- ARCH 302: Design III: The Wider Environment
- ECON 212: Environmental Economics
- ECON 213: Urban Economics
- ECON 348: Natural Resources and Energy Economics
- ENV 280: Approaches to Environmental Problem Solving
- HIST 246: American Environmental History
- HIST 397: Environmental History Seminar
- PPOL 328: Environmental Policy
- SOC 249: Technology and Society
- SOC 271: Sociology of Environmental Issues

#### Development
- ANTH 280: Environment and Culture: Cultural Ecology
- ANTH 296: African Cultures
- ANTH 297: Peoples and Cultures of Latin America
- BIDS 235: Third World Experience
- ECON 206: Community Development Economics and Finance
- ECON 212: Environmental Economics
- ECON 213: Urban Economics
- ECON 316: Labor Market Issues
- ECON 344: Economic Development
- HIST 231: Modern Latin America
- HIST 283: South Africa in Transition
- HIST 284: Africa: From Colonialism to Neocolonialism
- HIST 285: The Middle East: Roots of Conflict
- HIST 352: Who Wants to be a Millionaire
- POL 248: Politics of Development
- SOC 201: The Sociology of International Development
- SOC 233: Women in the Third World
- SOC 240: Gender and Development
- SOC 259: People Creating Social Change
- SOC 291: Sociology of India
- SOC 299: Sociology of Vietnam

#### Foreign Policy
- ECON 233: Comparative Economics
- ECON 240: International Trade
- ECON 344: Economic Development
- ECON 435: Political Economy of Latin America
- ECON 466: Population Issues
- HIST 237: Europe since the War
- HIST 238: The World Wars in Global Perspective
- HIST 261: 20th Century Russia
- HIST 264: Africa: From Colonialism to Neocolonialism
- HIST 285: The Middle East: Roots of Conflict
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**Technology**

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**Welfare concentration**

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**Public Policy Studies**

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<td>PPOL 425</td>
<td>Seminar in National Decision Making</td>
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SOC 256 Power and Powerlessness
SOC 375 Social Policy

COURSE DESCRIPTIONS

101 Democracy and Public Policy This course examines the American policy process by interrogating a number of domestic policy issues—affirmative action, poverty and welfare, HIV/AIDS, health care, labor/workplace, education, community development, and environmental concerns. Students examine all of these issues from various perspectives, including the modern conservative, modern liberal, and radical/democratic socialist, with particular attention to the role of the federal government in the policy process. Students have the opportunity to confront their own roles within the American policy process from a critical perspective. Students discuss, too, the role of the policy analyst in a democratic society and consider the interdisciplinary nature of public policy analysis. (Rimmerman, offered annually)

Typical readings: Katnemlson, When Affirmative Action was White; Olasky, Compassionate Conservatism; Rimmerman, The New Citizenship: Unconventional Politics, Activism, and Service; Levenson, The Story of AIDS and Black America; Ehrenreich, Nickel and Dimed; Kozol, Savage Inequalities; Schlosser, Fast Food Nation; Speth, Red Sky at Morning

219 Sexual Minority Movements and Public Policy This course explores the rise of the lesbian, gay, bisexual, and transgendered movements from both contemporary and historical perspectives. The course addresses the sources of these movements, the barriers that they have faced, and how they have mobilized to overcome these barriers. Students devote considerable attention to the response of the Christian Right to the policy issues that are a focus of this course—HIV/AIDS, same-sex marriage, integration of the military, education in the schools, and workplace discrimination. Finally, students address how the media and popular culture represent the many issues growing out of this course (Rimmerman, offered alternate years)

Typical readings: Boykin, She's Not There; Blasius and Phelan, eds., We Are Everywhere; Walters, All the Rage; Rimmerman, From Identity to Politics: The Lesbian and Gay Movements in the United States; Bull, ed., AIDS: While the World Sleeps; Chauncey, Why Marriage?: Bowser, Place at the Table: The Gay Individual in American Society; Lorde, Sister Outsider; Boykin, Beyond the Down Low

328 Environmental Policy This course assesses the capability of the American policy process to respond to energy and environmental concerns in both the short and long term. It examines the nature of the problem in light of recent research on global warming, pollution and acid rain, solid waste management, and deforestation. Students interrogate the values of a liberal capitalist society as they pertain to our environmental problematic from a number of perspectives: modern conservative, modern liberal, democratic socialist/radical, ecofeminist, and doomsday perspectives. Students evaluate which perspective or combination of perspectives offers the most coherent and rigorous response to the policy and moral and ethical issues growing out of this course. Students assess the development and accomplishments of the environmental movement over time. The goal is to evaluate how the American policy process works in light of one of the most significant public policy issues of our time. (Rimmerman, offered alternate years)

Typical readings: Speth, Red Sky at Morning; Bradsher, High and Mighty: The Dangerous Rise of the SUV; Rifkin, Beyond Beef; Anderson and Leal, Free Market Environmentalism, Shutkin, The Land That Could Be: Environmentalism and Democracy in the Twenty-First Century; Seager, Earth Follies; Vig and Kraft, eds., Environmental Policy: New Directions for the Twenty-First Century

364 Social Policy and Community Activism This is a course about social policy and community participation and activism; it is also a course about democracy, community, education, and difference. All students are required to be fully engaged in a semester-long community activism/service project. Students have an opportunity to reflect upon how their participation in the community influences their own lives, their perspectives on democracy, and their understanding of democratic citizenship. In addition, students examine contemporary social policy issues—HIV/AIDS, health care, affirmative action, welfare, and education policies from a number of ideological perspectives and from the perspective of how these issues are played out on our campus and in the Geneva, N.Y., communities. (Rimmerman, offered alternate years)


385 The Workshop in Public Policy This course has a public policy research emphasis. The specific issue is chosen at the start of each semester and students spend the semester
The liberal arts and education through public service share the goal of developing the basis for effective democratic citizenship. In the public service program, service learning—the integration of community service into an academic course—may be used in the teaching of many different subject areas. The service experience can allow the student to achieve an understanding of human community as well as of our particular society in a way which is more complex and effective than readings and class discussions alone. In addition, the community involvement fostered by the service experience can lead the student to a better understanding of the self.

The public service program offers an interdisciplinary minor built upon courses that include a service learning component. These courses change yearly. American Commitments, a group involved in community service, coordinates service learning courses and can provide updated information. All courses toward a public service minor must be completed with a grade of C- or higher.

**REQUIREMENTS FOR THE MINOR**

Interdisciplinary, 6 courses

One introductory course, one course from the list of public service humanities electives, one course from the list of public service social sciences electives, two additional public service electives, and a seminar. The minor must include at least two courses in each of two divisions (humanities, social sciences, natural sciences, and fine and performing arts). For the seminar, a senior group independent study is recommended.
RECENT PUBLIC SERVICE COURSES

Introductory Courses
ALST 200 Ghettoscapes
SOC 290 Sociology of Community

Humanities Electives
EDUC 295 Theatre and the Child
EDUC 320 Children’s Literature
EDUC 333 Literacy
PHIL 235 Morality and Self Interest
REL 271 The Holocaust
WRRH 220 Breadwinners and Losers: The Rhetoric of Work
WRRH 322 Adolescent Literature

Social Sciences Electives
ECON 122 Economics of Caring
POL 110 Introduction to American Politics
SOC 100 Introduction to Sociology

Natural Sciences Electives
BIDS 295 Alcohol Use and Abuse

REQUIREMENTS FOR THE MAJOR (B.A.)
disciplinary, 11 courses
One introductory religious studies course; two courses each from two concentrations—one in each concentration should be at the 200 level and the other at the
### COURSE CONCENTRATIONS

#### Introductory Courses
- REL 100: Religions in the World
- REL 103: Journeys and Stories
- REL 105: Religious Imagination
- REL 108: Religion and Alienation
- REL 109: Imagining American Religion(s)

#### Judaic Studies Courses
- REL 270: Modern Jewish History
- REL 271: The Holocaust
- REL 272: The Sociology of the American Jew
- REL 273: Foundations of Jewish Thought
- REL 274: Zionism, Israel and the Middle East Conflict
- REL 276: History of East European Jewry
- REL 278: Jewish Life and Thought in Modern Times
- REL 279: Torah and Testament
- REL 370: Jewish Mysticism and Hasidism
- REL 401: Literary and Theological Responses to the Holocaust

#### Christian Traditions Courses
- REL 228: Religion and Resistance
- REL 232: Rethinking Jesus
- REL 237: Christianity and Culture
- REL 238: Liberating Theology
- REL 240: What Is Christianity?
- REL 241: Rastaman and Christ
- REL 279: Torah and Testament
- REL 305: Tongues of Fire: Pentecostalism Worldwide
- REL 345: Tradition Transformers: Systematic Theology

#### Islamic Studies Courses
- REL 219: Introduction to Islamic Tradition
- REL 228: Religion and Resistance
- REL 236: Gender and Islam
- REL 242: Islamic Mysticism: The Inward Dance
- REL 321: Muslim Women in Literature

#### History of Religions Courses
- REL 210: Hinduism
- REL 211: Buddhism
- REL 217: Gurus, Saints, Priests and Prophets
- REL 312: New Heavens, New Earths
- REL 315: Japanese Religions
- REL 410: Sacred Space

#### Philosophy of Religions Courses
- REL 226: Religion and Nature
- REL 243: Theology of World Religions
- REL 251: Revelation in Religion and Science
- REL 254: The Question of God/Goddess
- REL 260: Religion as a Philosophical Act
- REL 313: Religious Language
- REL 318: Postcolonial Theologies
- REL 402: Conflict of Interpretations

#### Religion and Literature Courses
- REL 256: Tales of Love and Horror
- REL 257: What’s Love Got to Do With It?
- REL 258: The Qu’ran and the Bible
- REL 402: Conflict of Interpretations

#### Religion, Gender and Sexuality Courses
- REL 236: Gender and Islam
- REL 281: Unspoken Worlds
- REL 283: Queer(i)ing Religious Studies
- REL 321: Muslim Women in Literature
- REL 382: Toward Inclusive Theology
- REL 464: God, Gender and the Unconscious

#### Psychological and Social Scientific Approaches Courses
- REL 263: Religion and Social Theory
- REL 267: Psychologies of Religion
- REL 269: Therapy, Myth and Ritual
- REL 365: Loss of Certainty
- REL 464: God, Gender and the Unconscious

#### CROSSLISTED COURSE
- ASN 101: Intellectual and Religious Foundations of Asian Civilization
101 Religions in History and Around the World  This course provides an historical and geographic frame for understanding religions of the world—a journey through ostensive and explicitly religious phenomena in space and time. Topics include varieties of religious architecture, images and music, locus of the origin and spread of major religions, movements of contemporary religions around the world, “lost” vs. “living” religions, influence of religions on political structures, religious conflagrations and collisions, religions “gone wrong” and occult or “hugus” religions, gender tensions within religions, and the study of religion in its relation to other academic disciplines. (Salter, and Staff, offered alternate years)

 Typical readings: Comstock, Religious Autobiographies; Eliade, The Sacred and the Profane; Esposito, World Religions Today; Fishert/ Bailey, An Anthology of Living Religions

102 Journeys and Stories What does it mean to live a myth or story with one’s life or to go on a pilgrimage? How are myths and voyages religious, and can storytelling and journeying be meaningful in our contemporary situation? This course begins by focusing on the journeys and stories found within traditional religious frameworks. It then turns to the contemporary world and asks whether modern individuals in light of the rise of secularism and the technologi- cal age can live the old stories or must they become non-religious, or religious in a new manner. (Bloss, offered alternate years)

 Typical readings: Wiesel, Night; Gates of the Forest; Olsen, Tell Me a Riddle; Hampf, I Could Tell You Stories; Dallas, The Book of Strangers; Neihardt, Black Elk Speaks; Silko, Ceremony; Novak, Ascent of the Mountain; Flight of the Dove

103 The Religious Imagination This course constructs a critical perspective on contemporary culture and then proceeds to investigate experiences traditionally referred to as “religious,” as well as the problem of locating the “religious” in a world commonly understood to be “secular.” Traditional understandings of religious experience are both affirmed and questioned in one novel and one memoir. Cross-cultural ways of understanding religious symbol and ritual are proposed. How different cultures (primitive, classical, contemporary) address the problems of good and evil, oppression, suffering, and death are studied in cognitive and artistic forms. Students are encouraged to explore new ways of reflecting upon their experiences of these forms of expression. (Lee, offered alternate years)

 Typical readings: Herrigel, Zen in the Art of Archery; Gordon, Final Payments; Geertz, Religion as a Cultural System; Cappadona, Art, Creativity, and the Sacred; Levi, The Drowned and the Saved; Cone, Martin and Malcolm in America

108 Religion and Alienation in 20th-Century Culture What is religion, and how is it part of human experience? What shapes have religious ideas and institutions taken in confrontation with the contemporary world? How have specific groups that have suffered alienation—Jews, Blacks, American Indians, Rastafarians and women—coped with their situations through the appropriation and modification of religious tradition? This course explores these issues as well as religious, social, and existential interpretations of alienation set out by 20th-century thinkers in the West. (Dobowski, offered alternate years)

 Typical readings: Camus, Rebel; Sartrre, Anti-Semitic and Jew; Des Pres, The Survivor; Barrett, The Rastafarians; Berger, The Sacred Canopy; Neihardt, Black Elk Speaks

109 Imagining American Religion(s) What does it mean to imagine an American religion? This course explores that question in two ways. One way is to work towards a definition of the terms in the title of this course: what is an “American”? What is “religion”? What does it mean to “imagine” these things? The other way we explore the question of American religion is to examine various attempts to make meaning in the United States. How do different social groups “imagine American religion”? Does that change and, if so, why and how? Why does it matter how people imagine American religion? (Salter, Henking, offered annually)

 Typical readings: Berger, The Sacred Canopy; Eck, A New Religious America?; Wertheimer, A People Divided; Fuller, Spiritual But Not Religious

210 Hinduism This course traces the major Indian religious tradition from its roots in the Indus Valley civilization and the Vedic era, through the speculations of the Upanishadic seers and the meditative techniques of the yogis, to the development of devotional cults to Siva, Durga, and Vishnu. It ends with an exploration of the effect of Hinduism on such figures as Gandhi, Sri Aurobindo, and Tagore in the imperial and contemporary periods. Sacred texts, novels, autobiographies, village studies, and Hindu art and architecture provide major sources of this study. Audiovisual aids—slides and films—are used extensively. (Bloss, offered annually)

 Typical readings: Zachner, The Bhagavad Gita; Narayan, The Ramayana; Zimmer, Myths and Symbols in Indian Art and Civilization; Forster, A Passage to India; Eck, Darsan; Roy, Bengali Women
211 Buddhism  
Buddhism’s rise and development in India, and its spread into Southeast Asia, Tibet, China, Korea, Vietnam, and Japan are traced. In each of these regions the indigenous traditions, such as Bon in Tibet, or Confucianism and Taoism in China, or Shinto in Japan, are considered, and the question is asked as to how Buddhism adopted and/or influenced elements of its new surroundings. This interaction of the core of Buddhist ideas and practices and other cultures creates such movements as Zen (Ch’ an) and Vajrayana (Tibetan Tantrism). Audiovisual materials include the films Requiem for a Faith and The Smile.  
Typical readings: Rahula, What the Buddha Taught; Lhalungpa, The Life of Milarepa; Suzuki, Zen Mind, Beginner’s Mind; Trungpa, Meditation in Action; Kaltenmark, Lio Tzu and Taoism; Confucius, Analects; Hesse, Siddhartha; Kasulis, Zen Action, Zen Person

217 Gurus, Saints, Priests, and Prophets: Types of Religious Authority  
Using information from many Asian cultures, this course compares types of religious leadership. Focusing on founders, prophets, shamans, gurus, mystics, and priests, the course explores how these Asian specialists in the sacred relate to the ultimate and how their authority is viewed by the members of their traditions. Do these leaders mediate or intercede with the sacred, pronounce or interpret, advise or perform rites? What types of religious experiences do they have and what techniques do they use to exhibit their authority?  
Typical readings: Spence, God’s Chinese Son; Herrigel, Zen in the Art of Archery; Fingarette, Confucius, The Secular as Sacred; Hawley, Saints and Virtues; Kendall, Shamans, Housewives

219 Introduction to Islamic Religious Traditions  
This course is an historical study of the rise of Islam from seventh-century Arabia to the current global context. It examines basic beliefs, major figures, sacred scriptures, and rituals of this religious tradition. The course emphasis is on modern developments in Islam, including the Muslim presence in Southeast Asia. (Anwar, offered annually)

Typical readings: Denny, An Introduction to Islam; Arberry, The Koran Interpreted; Watt, A Short History of Islam; Esposito, Islam: The Straight Path; Barboza, American Jihad: Islam after Malcolm X; Mermisi, Fatima, Dreams of Trepidation

226 Religion and Nature  
This course examines various religious traditions to see what they can contribute to a contemporary understanding of humanity’s healthy, sustainable relationship with the natural world. The ecological crises of our time have forced us to question the prevailing global modes of production and consumption. Some have faulted the tradition of Western enlightenment and the scientific-technological mindset it has created, while others have focused on monotheistic traditions (Judaism, Christianity, and Islam) and their alleged anthropocentric desacralization of nature as the roots of our present ills. In order to gain a critical insight into these debates, students read some of the religious works on ecology and environmental ethics along with ecofeminist literature that situates the debates within the context of global capitalism and patriarchal oppression of women. (Lee, offered annually)

Typical readings: Foltz, Worldviews, Religion, and the Environment: A Global Anthology; Merchant, The Death of Nature; Roether, Integrating Ecofeminism, Globalization, and World Religions; Berry, The Great Work

228 Religion and Resistance  
In this course students explore the ways in which religion and resistance are related. Among other questions, students ask how the religious imagination helps us to see alternate realities and permits us to call into question our current realities. Students also explore the role of religion in legitimizing the status quo and oppression. They ask how religious communities identify and combat oppression. In combating oppression, the class also turns to questions of practice. Is it enough to talk about liberation? Is religion a “call to action?” If so, what is meant by “action?” (Salter, Staff, offered occasionally)

Typical readings: Al-e Ahmad, Gharbzadegi (Westlessness); Esick, Qur’an, Liberation, and Pluralism: an Islamic Perspective of Interreligious Solidarity Against Oppression; Johnson, She Who Is: the Mystery of God in Feminist Theological Discourse; Romero, The Violence of Love; Shariati, Religion vs. Religion; Tutu, No Future Without Forgiveness; Ellison, Invisible Man

232 Rethinking Jesus  
The question is not as simple to answer as it might seem. This course explores central ways the founding figure of Christianity has been conceived and rethought, especially in the last 100 years. Though students start with an inquiry into “the historical Jesus,” they move on to rethink Jesus from theological, cultural, and literary perspectives. (Salter, offered alternate years)

Typical readings: The New Testament; Crossan, Jesus: A Revolutionary Biography; Sanders, The Historical Figure of Jesus; Pelikan, Jesus Through the Centuries; Spencer, Dread Jesus; Ogden, The Point of Christology; various films, including The Matrix, The Life of Brian, The Greatest Story Ever Told, Jesus of Montreal, The Last Temptation of Christ, and The Gospel According to St. Matthew
236 Gender and Islam Westernization has brought sweeping changes and challenges to Islamic cultures and religious practices. As a result, political developments, social patterns, and codes of dress have undergone metamorphosis as secular ideologies conflict with traditional religious beliefs. The role of women continues to undergo transformation. How will these changes affect Muslim identity in the 21st century? (Anwar, offered annually)

Typical readings: Haddad, Esposito, Islam, Gender and Social Change; Mernissi, The Veil and the Male Elite: A Feminist Interpretation of Women’s Rights in Islam; Ahmed, Women and Gender in Islam; Rachlin, Foreigner

237 Christianity and Culture What is the relationship between what Christian groups do and how they understand themselves? This course uses case-studies of a wide variety of Christian communities, from a Native American community in the contemporary U.S. to the Christian communities of the Apostle Paul, to examine the relationship between theory and practice in Christianity. Special emphasis is placed on the questions of whether or how Christian communities can produce significant social change. (Salter, offered alternate years)

Typical readings: Hall (ed.), Lived Religion in America: A Fundamental Practical Theology; Bourdieu, Outline of a Theory of Practice; Prejean, Dead Man Walking; Orsi, The Madonna of 115th Street

238 Liberating Theology In the popular imagination we often associate Christianity with the elites, colonizers, or oppressors in history. But what happens when we rethink Christianity from the perspective of those marginalized from mainstream society? This course does that with the help of major 20th-century theologians who might in some way be considered part of the Liberation Theology movement. Key perspectives covered include Latin American liberation theology, feminist theology, black theology, and others. (Salter, offered alternate years)

Typical readings: Boff and Boff, Introducing Liberation Theology; Cone, A Black Theology of Liberation; Gutierrez, On Job: God-talk and the Suffering of the Innocent; Ruether, Sexism and God-talk; Desmangles, The Triumphal Sun, I am the Fire You are the Wind; Ernst, trans., Raziqhan Baqil: The Unveiling of Secrets, Diary of a Sufi Master; al-Din Rumi, Mathnawi; Barks, Feeling the Shoulder of the Lion; Attar, The Conference of the Birds

240 What is Christianity? This course is an introduction to Christianity designed both for students with no familiarity at all with Christianity and for students who have been raised in Christian traditions, but who are not familiar with the critical study of religion or the breadth of Christian traditions. Students explore Christianity using primary readings from Christian scriptures, historical readings on the development of various Christian traditions, and theological readings about the various interpretations of key Christian symbols in different Christian traditions. (Salter, offered alternate years)

Typical readings: Reuther, Women and Redemption: a Theological History; Hans Küng, On Being a Christian; Eusebius, The History of the Church from Christ to Constantine; Owen Chadwick, A History of Christianity; the Christian Testament

241 Rastaman and Christ: Encounters in Diaspora What happens when religions collide? This course explores this question in the specific context of the “New World,” where religions from various traditions collided under the rubrics of colonial conquest, slavery and, more recently, rapid social changes like migration, communications advances, and tourism. This course primarily explores the collision of West African religions with Christianity. Thus students focus on understanding the emergence of religions like Rastafari, Vodou, Santeria, Shango, and other New World religions. (Salter, offered alternate years)


242 Islamic Mysticism: The Inward Dance One of the most enigmatic and encharming aspects of Islam is Islamic mysticism or Sufism. What is Sufism and how has it come to be such a pervasive presence in Islamic civilization? The Sufi’s goal is often defined as the unveiling of the Divine light leading to union or annihilation. Sufi theologians have often used simple imagery, symbolism, and storytelling for expression. This course addresses the classical Sufi thought through theoretical expressions and texts, current orders, and its presence in the West. Comparative references to other mystical traditions such as Christian mystical thought, Hasidism, and Yoga are also made. (Anwar, offered annually)

Typical readings: Schimmel, The Triumphal Sun, I am the Fire You are the Wind; Ernst, trans., Raziqhan Baqil: The Unveiling of Secrets, Diary of a Sufi Master; al-Din Rumi, Mathnawi; Barks, Feeling the Shoulder of the Lion; Attar, The Conference of the Birds

243 Theology of World Religions What is “salvation” from a religious standpoint? What does it mean to be “saved”? Is Christianity the only religion to save, as many Christians today claim? How is salvation understood in other religions? What is the status of their distinctive truth claims
about salvation? By engaging these questions, this course explores theologically and philosophically responsible ways of comparing religions, using soteriology (the teaching or study of salvation) as an example of comparative category. In so doing, the course addresses the problem of formulating a “theology of religions,” that is, a self-critical and articular way of being faithful to one’s own religious tradition while also being open to the power of the truth claims of other religion traditions. (Lee, offered annually)

Typical readings: Coward, Sin and Salvation in the World Religions; Neville, The Human Condition; Heim, Salvation; Santideva, The Bodhicaryavatara; Kohn, The Taoist Experience; Bonaventure, The Soul’s Journey into God

251 Revelation in Religion and Science One of the influential books of the 20th century was Alfred North Whitehead’s Science and the Modern World (1925). In it he expressed his concern for the future when he wrote, “When we consider what religion is for humanity, and what science is, it is no exaggeration to say that the future course of history depends upon the decision of this generation as to the relation between them.” This course carries his concern into our postmodern world with its new understandings of science and religion. (Staff, offered alternate years)

Typical texts: Gerhart and Russell, New Maps for Old; Lindberg, The Beginnings of Western Science

254 The Question of God/Goddess: Metaphoric and Philosophical Origins In an age when formal language has become more technical, the question of God is often given over to those who do not want to be bothered with the complexity of the question. In an attempt to “overhear” some of the issues that are left out of specialized knowledge, this course examines Greek plays with special attention to the ways in which these texts raise the question of God. It also familiarizes students with representative ways of formulating the question of God in classical and contemporary thought. Students dramatize one contemporary play to show the transformation of images and issues. (Lee, offered alternate years)

Typical readings: Euripides, Ion, Alcestis, Medea; Heracles, Electra, Helen, Hecuba, The Trojan Women, Iphigenia at Aulis; McFague, Models of God; O’Neill, Mourning Becomes Electra

256 Tales of Love, Tales of Horror What is a tale? Why might tales of love and terror be significant from a religious perspective? These texts relate to the experience of the holy as a mystery that is both fascinating and fearful. This course explores texts from different centuries on the subjects of “love” and “terror,” and how they treat the experiences of marginality, alienation, and transcendence. (Lee, offered alternate years)

Typical readings: Eliade, Bengali Nights; Deri, It Does Not Die; Morrison, Sula; O’Connor, Everything That Rises Must Converge; tales from classic religious traditions

257 What’s Love Got to Do with It? Suppose the understanding of a concept such as love is proportional to the number of genres through which it is perceived. Then one can expect that the most complete understanding of love will be found through an entire galaxy of genres, such as dialogues, satires, videos, canticles, modern lyrics, newspaper columns, and novels. Besides “literary” texts, students read and discuss “sacred” texts on love from both Eastern and Western religious traditions. (Lee, offered alternate years)

Typical readings: Plato, Symposium; Sappho’s lyrics; the Hebrew Song of Songs; Sufi love poetry; John’s First Letter and Paul’s Letter to the Corinthians; Amerindian tales; Joyce, The Dead; Thompson, Who Do You Love; Soble, Eros and Agape

258 The Bible and the Qur’an: Do They Mean What They Say? The three major religious texts of many cultures—the Hebrew Bible, the New Testament, and the Qur’an—originated at different times and can be understood differently by different people. How have the texts been understood at their best? What controversies have affected particular expressions of belief in each tradition? How do different translations affect the meanings of the texts? The course has two foci: first, to compare accounts in the sacred texts in the same narratives (e.g. of Abraham, Moses, Jesus, Mary, Hagar, Joseph, Potiphar), and second, to locate principles that major thinkers in each tradition have used to interpret their respective texts. Students make presentations of how the sacred texts of each religion are used in ritual, art, architecture and music. In what different senses are the three religions—Judaism, Christianity and Islam—“religions of the book”? How might some of the polemical criticisms that have been brought against the texts be answered? Prerequisite: One 100-level course in religious studies, or permission of instructor. (Staff, offered alternate years)

Typical readings: The Qur’an; The Oxford English Bible; Textual Sources for the Study of Islam: Textual Sources for the Study of Judaism; Textual Sources for the Study of Christianity, Tracy, Writing

260 Religion as a Philosophical Act This course explores what it means to be religious in a philosophical manner. Central to our exploration are the following questions: Can one be religious and at the same time also be rational and critical? Is being religious equivalent to accepting certain ideas and practices merely on authority, i.e., having a “blind faith”? If religions do involve
modes of rational, (self)-critical thinking, how do they operate and manifest themselves? Do religious people make coherent, convincing and compelling cases for their religious ideals, beliefs and practices? Toward answering these questions, students read some of the major philosophical thinkers from the 18th century to the present who have attempted to present coherent and compelling philosophical arguments for or against religious beliefs and practices. (Lee, offered occasionally)

263 Religion and Social Theory Is society God? Is religion the opiate of the people? What does religion do? This course examines a variety of classic (Freud, Marx, Weber, Durkheim, Malinowski) and contemporary (Berger, Luckmann, Douglas, Geertz) theories of religion that emphasize social and cultural aspects of religion, including the origins and functions of symbol, myth and ritual. (Henking, offered alternate years)

   Typical readings: Freud, Totem and Taboo; Geertz, The Interpretation of Culture; Weber, The Sociology of Religion; Turner, Religion and Social Theory; Erikson, Where Silence Speaks: Feminism, Social Theory, and Religion; Durkheim, The Elementary Forms of the Religious Life

267 Psychologies of Religion This course examines the variety of modern psychological perspectives that have been used to understand religion, including depth psychologies, social psychology, and empirical and behavioral approaches. In doing so, it explores psychological theories that attempt to answer such questions as: Why are people religious? Where do religious experiences and images come from? What does it mean to be religious? (Henking, offered alternate years)

   Typical readings: James, The Varieties of Religious Experience; Jung, Psychology and Religion; Freud, The Future of an Illusion; Batson, Schoenrode, and Venit, The Religious Individual

269 Therapy, Myth, and Ritual How are religion and psychology connected? Does psychotherapy operate as a religion today? Are psychotherapists the new clergy? Has modern Western religion become psychologized? This course explores such issues by examining the historical connections of religion and psychology in the West and the interaction of religion and psychology in modern Western culture. (Henking, offered alternate years)

   Typical readings: Tillich, The Courage to Be; Sasse, The Myth of Psychotherapy; Fromm, Psychoanalysis and Religion; Suler, Contemporary Psychoanalysis and Eastern Thought

270 Modern Jewish History This course examines Jewish intellectual, political, and socio-economic history from the period of the French Revolution until the mid-20th century. The specific focus of the course is on the manner in which Jews accommodated themselves and related to changes in their status which were caused by external and internal events. A major area of concern are the movements—intellectual, political, and religious, such as, Reform Judaism, the Haskalah, Zionism, Jewish radicalism, Hasidism—which arose within the Jewish communities in question as reactions to Emancipation and Enlightenment. (Dobkowski, offered alternate years)

   Typical readings: Hertzberg, The Zionist Idea; Sartre, Anti-Semitism and Jew; Wiesel, Soils on Fire; Dawidowicz, The War Against the Jews; Arendt, Anti-Semitism; Glazer, American Judaism

271 The History and Impact of the Holocaust This course analyzes the background and history of the Holocaust; its impact on the Jewish community in Europe and worldwide; theological reactions as reflected in the works of Buber, Fackenheim, and Rubenstein; the question of resistance; the problem of survival; the Elie Wiesel syndrome; and collective guilt leading to the creation of the State of Israel. It also examines the nature of the human, society, religion, and politics post-Auschwitz. (Dobkowski, offered annually)

   Typical readings: Hilberg, The Destruction of European Jews; Wiesel, Night, Dawn, The Oath; Rubenstein, After Auschwitz; Fackenheim, God's Presence in History; Arendt, Eichmann in Jerusalem; Des Pres, The Survivor; Clendinnen, Reading the Holocaust

272 The Sociology of the American Jew This course examines the sociological, religious, and historical complexion of the American Jewish community. It attempts to deal with such issues as immigration, religious trends, anti-Semitism, assimilation, adjustment, identity, and survival, and it attempts to understand the nature of the American Jewish community. It analyzes this experience by utilizing sociological and historical insights, as well as by looking at immigrant literature in its cultural and historical context. (Dobkowski, offered alternate years)

   Typical readings: Sklare, America's Jews, The Jew in American Society; Liebman, The Ambivalent Jew; Fein, Where are We?; Goldstein, Jewish Americans; Howe, World of Our Fathers; Wertheimer, A People Divided
RELIGIOUS STUDIES

273 The Foundations of Jewish Thought This course traces the foundations of Jewish religious and philosophical thought from the Bible, Rabbinic literature, Talmudic Judaism, the Kabbalah, medieval philosophy, and mysticism, to contemporary Jewish thought. It is an attempt to understand the "essence" of Judaism and to trace how it has developed over time and been influenced by other traditions. It also examines the impact of Judaism on Islamic and Western European thought.

Typical readings: Neusner, Understanding Rabbinic Judaism; Invitation to the Talmud; Sholem, The Messianic Idea; Lamm, Faith and Doubt; Baeck, The Essence of Judaism; Heschel, Man's Quest for God; Steinsaltz, The Essential Talmud; Gillman, Sacred Fragments

274 Zionism, the State of Israel, and the Middle East Conflict An examination of the roots of Zionism—a complicated religious, ideological, and political movement. Such external factors as the Holocaust and the acute problems of the surviving refugees; the conflict between Jews and Arabs in Palestine; the breakdown of the British Mandate and the mutual rivalries of the Western powers in the Middle East; and the East-West conflict in the global scene are some of the historical forces which accelerated the creation of the Jewish state that are examined. But attention is also given to the internal intellectual and spiritual forces in Jewish life, which were at least as important and which constitute the ultimately decisive factor. (Dobkowski, offered alternate years)

Typical readings: Laqueur, A History of Zionism; Hertzberg, The Zionist Idea; Chomsky, Peace in the Middle East; Curtis, The Palestinians; Gal, Socialist-Zionism; Spiro, Kibbutz; Shipler, Arabs and Jews

276 History of East European Jewry, 1648-1945 This course examines the social, political, cultural, and religious history of the Jews in Eastern Europe. Since Eastern Europe was home to a majority of world Jewry until the Holocaust, it is important to analyze what was distinctive about the East European Jewish experience and what impact it had on contemporary Jewish life. Topics covered include: Hasidism; the Haskalah; Yiddish literature and language; Polish-Jewish politics; anti-Semitism; the world of the Yeshiva; Zionism and Socialism; and the Russian Revolution and the creation of Soviet Jewry. (Dobkowski, offered every three years)

Typical readings: Dawidowicz, The Golden Tradition; Buber, Tales of the Hasidim; Singer, The Spinozo of Market Street; Stanislawski, Tsar Nicholas I and the Jews; Hoffman, Shetle

278 Jewish Life and Thought in Modern Times This course examines Jewish life, thought, and cultural development from 1760 to the present. Among the topics discussed are: the rise of Hasidism and reaction to it; the Enlightenment and modern varieties of Judaism; Zionist thought; and revolution and Jewish emancipation. The course also focuses on major Jewish thinkers and actors who have had a profound impact on shaping, defining, and transforming Jewish thought and praxis. This includes thinkers like the Baal Shem Tov, Martin Buber, Abraham Joshua Heschel, Mordecai Kaplan, and Blu Greenberg. (Dobkowski, offered alternate years)

Typical readings: Gillman, Sacred Fragments; Buber, I and Thou; Heschel, G-d in Search of Man; Katz, Tradition and Crisis; Avineri, The Making of Modern Zionism

279 Torah and Testament How do we read sacred texts? How can they say anything to us today? This course introduces students to central texts of the Jewish and Christian traditions and key methods of reading/interpreting those texts. Through close readings of selected representative texts, we cover themes that may range from origins and cosmologies to liberation, freedom, law and morality. (Dobkowski, Salter, offered alternate years)

Typical readings: Genesis; Exodus; the Gospel of John; the Gospel of Matthew; Holtz, Back to the Sources; Sanders and Davis, Studying the Synoptic Gospels

281 Unspoken Worlds: Women, Religion, and Culture When theorists describe the lives of religious people and the meaning of religion, they often speak of homo religious, religious man. What happens when we move beyond a focus upon men to examine the religious lives of women? This course focuses exclusively upon women, located within and enacting a variety of cultures and religions. In doing so, it considers women’s agency and oppression, the significance of female (or feminine) religious imagery, and the interweaving of women’s religious lives with such imagery. (Henking, offered alternate years)

Typical readings: Spered, Priestess; Mother, Sacred Sister; Falk (ed.), Unspoken Worlds; Gross, Feminism and Religion

283 Que(ery)ing Religious Studies What do religion and sexuality have to do with each other? This course considers a variety of religious traditions with a focus on same-sex eroticism. In the process, students are introduced to the fundamental concerns of the academic study of religion and lesbian/gay/queer studies. Among the topics considered are the place of ritual and performance in religion and sexuality, the construction of religious and sexual ideals, and
RELIGIOUS STUDIES

the role of religious formulations in enforcing compulsory heterosexuality. Prerequisites: Any 100-level religious studies course or permission of instructor. (Henking, offered alternate years)

Typical readings: Herdt, Same Sex, Different Culture; Shokeid, A Gay Synagogue in New York; Brown, Immodest Acts; Comstock and Henking, Que(e)rying Religion

305 Tongues of Fire: Pentecostalism Worldwide The Pentecostal movement is characterized by the "pentecost of the Spirit" and manifested through such practices as speaking in tongues, spontaneous healing, and spontaneous prayer. This movement has been one of the fastest growing forms of Christianity worldwide over the past three decades; two Pentecostal denominations were recently ranked as the first and second fastest growing religious denominations in the U.S. What is this movement and how do we make sense of it? Why has it spread so rapidly? To whom does it appeal? And what has been its effect where it spreads? (Salter, offered every three years)

Typical readings: Harvey Cox, Fire From Heaven; Martin Riesbrock, Pious Passion; David Martin, Tongues of Fire: the Explosion of Protestantism in Latin America; R. Andrew Chesnut, Born Again In Brazil; Walter Hollenweger, The Pentecostals; Diane Austin-Broos, Jamaica Genres

312 New Heavens, New Earths This course compares religious movements that arise during times of rapid social change, cultural crisis, or oppression and often, under the guidance of a prophet, foresee the dramatic end of an age and a beginning of a period of redemption. It begins with religious movements among primitive cultures which have been overwhelmed or severely shaken by contacts with the West, then turns to the pursuit of the Millennium in the Middle Ages, Mother Anne and the Shakers, the Rastafarians of Jamaica; and ends with a study of a flying saucer cult in Chicago. Audiovisual aids are used extensively. (Bloss, offered alternate years)

Typical readings: Burridge, New Heaven, New Earth; Coln, The Pursuit of the Millennium; Andrews, A People Called Shakers; Lurie, Mountain Wolf Woman; Barrett, Rastafarians; Halm, Shi’a Islam; Kehoe, The Ghost Dance

313 Religious Language This course explores the nature and function of religious language. The key questions asked are: What is a "sacred" symbol, text, or discourse? How is religious language different from everyday language or scientific language, if at all? Does religious language enable us to be in touch with ultimate or divine reality, as it claims? In order to answer these questions, this course examines some of the literature on philosophy of language, hermeneutics, and various philosophical and theological theories of religious symbols, texts, and discourses. Central to this examination is the question whether religious language can be interpreted as embodying and conveying a surplus of meaning, given the presence of other conflicting interpretations (poststructuralist, psychoanalytic, feminist, postcolonial, etc.). (Lee, offered annually)

Typical readings: Strier, The Philosophy of Religious Language; McFague, Metaphorical Theology; Tracy, Plurality and Ambiguity; Taylor, Erring Kwok, Postcolonial Imagination and Feminist Theology; Neville, The Truth of Broken Symbols

315 Japanese Religions Japan provides a wonderful opportunity to apply the discipline of the history of religions. This field of study traces the rise, development, and changes of religious traditions over time, as well as comparing types of religions. Japanese history begins with the indigenous shamanistic Shinto tradition, which interacts with a number of Buddhist traditions, filtered before their arrival through India, Tibet, and China. This mix is then challenged by Christianity and most recently has been transformed by the growth of "new" religions in sublime and terrifying forms. This course uses a range of sources in the study of Japanese religions and culture. Selections of poetry, drama, novels, and biographies, as well as rituals and art provide glimpses of the richness of Japan. Prerequisites: An introductory course in religious studies or permission of instructor. (Bloss, offered alternate years)

Typical readings: Endo, The Samurai; McFarland, Daruma; Ono, Shinto the Kami Way; Statler, Japanese Pilgrimage; and readings from such texts as the Man’yo shu, the Kojiki, and Noh plays

318 Postcolonial Theologies This course explores postcolonial theory and its implications for theological and philosophical studies of religions. It examines how the imperial ideologies of the North Atlantic empires, often with the help of imperialist theological readings of the Christian tradition, distorted and misrepresented the religious traditions of the subject peoples in the name of the Christianizing and civilizing mission of the West on the one hand and the objectivity of "the study of religion" on the other. Central to this examination is the question whether postcolonial theory, which deconstructs all imperial constructions of "the other," could be a catalyst for producing "postcolonial theologies" that repudiate any religiously grounded establishment of one dominant center of value, meaning and order. (Lee, offered annually)

Typical readings: Young, Postcolonialism: A Very Short Introduction; King, Orientalism and
321 Muslim Women in Literature The question of what is intrinsically Islamic with respect to ideas about women and gender is important for understanding the position of women in Islam, and for distinguishing the religious element from socio-economic and political factors. The course sets in perspective the diversity of cultural manifestations which contribute to the complexity of Islam, through a selective exploration of literary works by both women and men. The writings contain political, social, and religious themes and reflect debates regarding the nature of society and the status of women, written primarily in the last 50 years. Readings include fiction, poetry, and non-fiction. (Anwar, offered annually)

Typical readings: Mernissi, Dreams of Trespass: Tales of a Harem Girlhood; Daneshvar, Savushun; Mahfouz, Midaq Alley; Khalifa, Wild Thorns; Hillman, A Lonely Woman: Forough Farrokhzad and Her Poetry; El-Sa’dawi, Memoirs from the Women’s Prison

345 Tradition Transformers: Systematic Theology This course focuses on key Christian theologians/figures who have shaped Christian thought. The work of these thinkers has been fundamental to the development of and changes in Western thought and society. The emphasis of the course is on close readings of selections from the primary texts (in translation) and biographical/historical readings which contextualize each author. (Salter, offered alternate years)

Typical readings: the Pauline Epistles; Augustine, On Christian Teaching; Aquinas, Summa Theologica (selections); Luther, Commentary on Romans; Calvin, Institutes; Copleston, Aquinas; Sanders, Paul; Steinmetz, Luther in Context

365 Loss of Certainty Religious experience has been described as a purely individual phenomenon. Yet, religion has also been a powerful institutional and cultural force. The loss of faith has been depicted in similarly contradictory ways—both as the product of individual decision and as a large scale historical process called secularization. This course explores this tension by reading novels and biographies as well as theoretical work which examines the relation of religion to historical and psychological processes. (Henking, offered alternate years)

Typical readings: Berger, Sacred Canopy; Swift, Ever After; Glaser, The Sociology of Secularisation; Tillich, Dynamics of Faith; Miller, Nurturing Doubt

370 Jewish Mysticism and Hasidism This course attempts to trace and describe the developments in Jewish mysticism culminating in the Hasidic movements of the 18th and 19th centuries and neo-Hasidic trends in the 20th. These movements are viewed as religious and spiritual, as well as social and economic manifestations. The course operates from the premise that there is a continuing dialectic between an exoteric and subterranean tradition. The true history of a religion lies beneath the surface and often contradicts, energizes, and finally transforms the assumptions of the normative tradition. The course argues that the central importance of the Kabbalistic-mystical tradition, not as a footnote of Jewish history, but as a motivating force. (Dobkowski, offered every three years)

Typical readings: Scholem, Jewish Mysticism; Minkin, The Romance of Hasidism; Zborowski, Life Is With People; Buber, Tales of the Hasidic Masters; Wiesel, Souls on Fire; Schaya, The Universal Meaning of the Kabbalah

382 Toward Inclusive Theology Theology from a feminist perspective has called into question many of the presuppositions of theologies that are assumed to apply to anyone. At the same time, neither womanist nor other identifiable groups of theologians speak with the same voice; nor need they work explicitly on the same issues. This course investigates the major contributions feminist theologians have made since 1980 and additional resources for addressing issues of inclusive theology in general. (Lee, offered occasionally)

Typical readings: Elizabeth Johnson, She Who Is; Mary Boys, Jewish-Christian Dialogue; Bill Moyers et al, Genesis and the Millennium; Bharati Mukherjee, Jasmine; Paul Knitter, One Earth, Many Religions: Religions, Multifaith Dialogue and Global Responsibility

401 Literary and Theological Responses to the Holocaust It is increasingly obvious that the Holocaust is a watershed event, a phenomenon that changes our perceptions of human nature, religion, morality, and the way we view reality. All that came before must be re-examined and all that follows is shaped by it. Yet, precisely because of its dimensions, the meaning of the Holocaust is impenetrable. Language is inadequate to express the inexpressible. But the moral imperative demands an encounter. This course examines some of the more meaningful “encounters” with the Holocaust found in literature, films, and in theology. It is through the creative and theological mediums that post-Holocaust human beings have attempted most sensitively and seriously to come to terms with the universal implications of the Holocaust. (Dobkowski, offered every three years)
Typical readings: Schwartz-Bart, Last of the Just; Wiesel, Night, Dawn, The Gates of the Forest; Cohen, In the Days of Simon Stern; Fackenheim, God’s Presence in History, The Jewish Return to History; Rubenstein, After Auschwitz

402 Conflict of Interpretations “That’s just your interpretation!” This course engages in and reflects on two levels of interpretation: regional (interpretation of texts) and general (interpretation of issues in interpreting any text). It studies conflicting interpretations of traditionally religious texts (such as proverbs in Ecclesiastes and parables), traditionally literary texts (such as Antigone, Pygmalion), and one contemporary novel, The Magus. It then studies kinds of interpretations that are understood to conflict (structuralist, psychoanalytic, religious, etc.) and the senses in which a text embodies a surplus of meanings. It also considers various ways of adjudicating between conflicting interpretations. (Lee, offered alternate years)

Typical readings: Booth, Critical Understanding; The Powers and Limits of Pluralism; Bal, Lethal Love; Eagleton, Literary Theory; Fowles, The Magus; Tracy, Dialogue with the Other; Gerhart, Genre Choices, Gender Questions

410 Sacred Space The course takes a comparative approach in order to explore the meaning, function, and structure of space for religious persons. Topics include: the “wanderings” of the Australian aborigines; habitation modes of American Indians; the Peyote pilgrimage of the Huichol Indians of Mexico; the Hindu Temple; the Buddhist Stupa; and the individual as cosmos in yoga and Chinese alchemical texts. The student is asked to keep a journal reflecting his or her reactions to the readings and reflections on space as experienced in our culture. Prerequisite: One 200-level course in history of religions (210-219), or permission of instructor. (Bloss, offered alternate years)

Typical readings: Turner, Ritual Process; Bachelard, The Poetics of Space; Chatwin, Songlines; Snodgrass, The Symbolism of the Stupa; Griaule, Conversations with Ogotemmeli; Campbell, The Hero with a Thousand Faces; Eliade, Australian Religions; Mukherjee, The Tantric Way

450 Independent Study
RUSSIAN AREA STUDIES

Program Faculty
Judith McKinney, Economics, Coordinator
David Galloway, Russian
Jo Anna Isaak, Art
Derek Linton, History
Susanne McNally, History
Patricia Myers, Music
David Ost, Political Science
Kristen Welsh, Russian

The Russian Area Studies program is designed to give students knowledge of the Russian language, to help students better understand Russian culture and the situation in the newly independent countries, and to prepare students for continued study at the graduate level. The geopolitical location and vast size of the former Soviet Union ensure that this area will continue to play a critically important role in the world. In addition, because Russia’s historical development has occurred within the context of the challenge and comparison represented by the West, the perspective which emerges from a study of Russian and Soviet history, culture and language offers an excellent opportunity to see ourselves more clearly.

Russia is a natural subject for a multidisciplinary approach. The struggle to improve conditions of life in that country has constituted a common project engaging social, political, economic, and religious thinkers, historians, philosophers, writers, and artists. No one area, approach, or way of knowing has developed in isolation from the others; each illuminates the whole.

The Russian Area Studies program offers two tracks for a major (one disciplinary and one interdisciplinary), and two tracks for a minor (one disciplinary and one interdisciplinary). The interdisciplinary track involves a concentration in Russian history and society, while the disciplinary track involves a concentration in Russian language for the minor and Russian language and culture for the major. (Note that a student may not satisfy the requirements for both disciplinarity and interdisciplinarity within Russian Area Studies.) Only courses for which the student has received a grade of C- or better will be counted toward either of the majors or minors. A semester abroad in one of the Colleges’ programs is strongly recommended for either major.

REQUIREMENTS FOR MAJOR, HISTORY AND SOCIETY
interdisciplinary, 10 courses
Three Russian language courses, starting at least at the 102 level; two courses from the Russian Area Studies humanities electives; three courses from the Russian Area Studies social science electives; and two additional courses in either Russian language or from the Russian Area Studies electives. At least two courses must be at the 300 level or above. No more than one course can come from the contextual courses category. Students are encouraged to take one independent study outside of language study.

REQUIREMENTS FOR MAJOR, LANGUAGE AND CULTURE
disciplinary, 10 courses
Seven language courses, starting at least at the 102 level, and three non-language courses from the Russian Area Studies offerings, at least one of which must be from the humanities and at least one of which must be from the social sciences. No course from the list of “Contextual Courses” will count.

REQUIREMENTS FOR MINOR, RUSSIAN LANGUAGE
disciplinary, 5 courses
Five courses in Russian language starting at least at the 102 level.
REQUIREMENTS FOR THE MINOR, AREA STUDIES

interdisciplinary, 5 courses

Five courses from the Russian Area Studies electives selected in consultation with an adviser. At least two courses must be in humanities and two in social sciences. No courses from the list of “Contextual Courses” may count toward the minor.

CROSS-LISTED COURSES

Humanities Electives

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ART 256</td>
<td>Art of the Russian Revolution (offered occasionally)</td>
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<tr>
<td>BIDS 298</td>
<td>The Ballets Russes (offered occasionally)</td>
</tr>
<tr>
<td>ENG 360</td>
<td>20th-Century Central European Fiction</td>
</tr>
<tr>
<td>HIST 367</td>
<td>Women and the Russian State (offered occasionally)</td>
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<td>RUSE 112</td>
<td>Introduction to Russian Literature—the 20th Century</td>
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<td>RUSE 203</td>
<td>Russian Prison Literature</td>
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<td>RUSE 204</td>
<td>Russian Film</td>
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<td>RUSE 230</td>
<td>Russian Culture</td>
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<td>RUSE 237</td>
<td>Russian Folklore</td>
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<td>RUSE 238</td>
<td>Spies, Reds, &amp; Poets</td>
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<td>RUSE 350</td>
<td>Survey of 19th-Century Russian Literature</td>
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<td>RUSE 351</td>
<td>Survey of 20th-Century Russian Literature</td>
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<tr>
<td>MUS 150</td>
<td>In a Russian Voice (offered occasionally)</td>
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Social Sciences Electives

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<th>Course</th>
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<tbody>
<tr>
<td>BIDS 120</td>
<td>Russia and the Environment</td>
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<tr>
<td>ECON 146</td>
<td>The Russian Economy</td>
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<tr>
<td>HIST 260</td>
<td>19th-Century Russian Modernity through Literature</td>
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<td>HIST 394</td>
<td>Russia and Central Asia</td>
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<tr>
<td>HIST 396</td>
<td>History and the Fate of Socialism</td>
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<tr>
<td>POL 257</td>
<td>Russia and China Unraveled</td>
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Contextual Courses

Cannot count for either of the minors or for the Language and Culture major; maximum of one can count for the History and Society major.

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<tr>
<th>Course</th>
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<tr>
<td>ECON 233</td>
<td>Comparative Economic Systems and Institutions</td>
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<td>ECON 236</td>
<td>Introduction to Radical Political Economy</td>
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<td>ECON 240</td>
<td>International Trade</td>
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<td>ECON 344</td>
<td>Economic Development and Planning</td>
</tr>
<tr>
<td>HIST 238</td>
<td>World Wars in Global Perspective</td>
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<td>HIST 276</td>
<td>The Age of Dictators</td>
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<td>POL 140</td>
<td>Introduction to Comparative Politics</td>
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<td>POL 245</td>
<td>Europe East and West</td>
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<td>POL 379</td>
<td>Radical Thought Left and Right</td>
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<td>SOC 300</td>
<td>Classical Sociological Theory</td>
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COURSE DESCRIPTIONS (RUS)

101, 102 Introductory Russian I and II
An introduction to the Russian language designed particularly to develop listening, speaking, reading and writing. Students work with dialogues and grammatical patterns, using audio/video tapes and computers.

105 Beginning Russian 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 Russian language (speaking, listening, writing, and reading). Instruction and practice rely heavily on technological tools such as CD-ROMs, computerized drilling exercises, and interactive Web activities. Weekly laboratory is mandatory.

201, 202 Intermediate Russian I and II
The aim of these courses is to develop further the basic language skills acquired in the introductory courses. An intensive study of grammatical structures with a continued emphasis on oral and written skills, they include supplementary reading with vocabulary useful for everyday situations and creative writing based on course material. Audio/video tapes and computers are used.

301, 302 Russian Language, Literature and Culture I and II
These courses are intended to expand usage of Russian in oral and written forms. The main emphasis is on contemporary conversational Russian. Intensive and reading is accompanied by a review of grammar in context, and compositions on a variety of themes, based on reading original texts of Russian literature, poetry, and newspapers. Films and computers are used.

330, 331 Russian Language, Literature and Culture I and II
These courses in Russian emphasize using the language largely as a means of looking at Russian literature, culture, and contemporary life. The focus of attention is texts, such as poetry, short stories, and newspaper articles, as well as Russian painting, music, films, and videotapes. Readings, discussion, and written assignments in Russian are suited to students at the third or fourth year level of language study. Computers are used.
401, 402 Selected Topics: Russian Literature and Culture Highly advanced Russian language and culture courses for students who have already achieved the fourth level of language study. These courses offer topics from a broad range of choices, including literary texts, poetry, film and avant-garde writers. Written and oral reports and weekly journals.

450 Independent Study

495 Honors

COURSES TAUGHT IN ENGLISH (RUSE)

137 Vampires: From Vlad to Buffy This course examines the vampire from its historical roots in the legend of Vlad Tepes to the American commercialization and popularization of the vampire in media such as “Buffy the Vampire Slayer.” Students discuss the qualities of the folkloric vampire and its role in traditional culture, how the folkloric vampire has evolved over time and across cultural borders, and why the vampire is such a pervasive cultural icon. The approach is interdisciplinary, using folktales, short stories, legends, novels, films, television shows, and analytical studies. All materials are read in English. (Galloway, offered annually)

203 Russian Prison Literature The Soviet system of prisons and labor camps operated for much of the 20th century. Under dictator Josef Stalin, millions of the country’s own citizens were imprisoned on false charges for years, worked to death in Siberian mines, or executed outright. The perpetrators of these crimes have never been brought to justice. In this course students read from the literature that arose in response to this tragedy: works by Aleksandr Solzhentsyn, Varlam Shalamov, Lidia Ginzburg, and Georgii Vladimov. The course is open to all students regardless of level, and all readings will be in English translation. (Galloway, Spring)

204 Russian Film This course is an introduction to the most important trends, directors, and films in Russian cinema from the beginning of the 20th century to the present. Students are exposed to a wide range of movies, including early silent films, experimental films of the 1920s and early 1930s, socialist realist films, films on World War II and Soviet life, and films from contemporary Russia. All readings are in English and all films shown with English subtitles. Due to the rich heritage of Russian cinema this course does not claim to be an exhaustive treatment of all the great Russian films, but rather aims to acquaint students with the overall contours of Russian filmmaking. (Welsh, Spring)

230 Russian Culture Russia has stood at a crossroads in Eastern Europe between the influence of the Orient and Western Europe. As a consequence, the Russian identity is a curious mix of Eastern and Western influences. This course presents samplings from many aspects of Russian culture, including art, music, language, religious practice, film, cuisine, history, and the image of Russia in American culture. The goal is to comprehend how Russian culture has established itself between the two extremes of East and West. Open to all students. (Galloway, Spring)

237 Russian Folklore In this course, students survey the wealth of Russian and Slavic folk tales, epic songs, legends, riddles and other elements of the oral tradition, as well as the later literatures these genres inspired. Students examine characters such as the Firebird, Baba-Yaga the witch, Koshchei the Deathless, and Ilya Muromets. Materials are not restricted to the printed word, and include art and music arising from the Russian folk tradition. There are no prerequisites and no knowledge of Russian language or culture is presumed. (Galloway, Spring, alternate years)

238 Spies, Reds, and Poets Throughout their history, Russians have left their homeland because of war, political and religious persecution, and unbearable censorship. In the 20th century, this problem intensified to create three distinct “waves” of Russian émigrés, many of whom settled in the United States. Students will analyze stereotypes such as the gangster, the capitalist, the spy, and the femme fatale while considering the more subtle representations created by writers who have experienced the other culture first-hand. The course is open to all students regardless of level. (Welsh, Fall)

350 Survey of 19th-Century Russian Literature (In translation) Nineteenth-century Russian writers recorded “the ‘body and pressure of time’” and mapped the human heart, exploring relationships between men and women, sexuality, issues of good and evil, and the alienated individual’s search for meaning in the modern world. In brilliant, yet deliberately accessible work, prose writers recorded the conflict and struggle of their distinctively Russian cultural tradition, with its own understanding of ideas about religion, freedom, and the self, and its own attitudes toward culture, historical, and social order. Open to students of all levels. (Offered occasionally)

Typical readings: Pushkin, Little Tragedies; Lermontov, A Hero of Our Time; Gogol, The Overcoat and other stories; Turgenev, Fathers and Sons; Dostoevsky, Notes from Underground
Survey of 20th-Century Russian Literature
(In translation) In the 20th century, Russia’s “other voices” continued to express the souls and spirit of individual men and women, but now under the profound impact of historical events from revolution and world wars through glasnost and perestroika. Witnessing and experiencing great suffering, these heroic writers could neither remain silent under censorship nor write the socialist-realist propaganda dictated by the Soviet government. Open to students of all levels. *(Offered alternate years)*

Typical readings: Akhmatova, *Requiem* and other poetry; Bulgakov; Solzhenitsyn

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**THE SACRED IN CROSS-CULTURAL PERSPECTIVE**

**Program Faculty**
H. Wesley Perkins, Sociology, Coordinator
Lowell Bloss, Religious Studies
Richard Dillon, Anthropology
Michael Dobkowski, Religious Studies
Susan Henking, Religious Studies
Hyo-Dong Lee, Religious Studies
T. Dunbar Moodie, Sociology
Ilene Nicholas, Anthropology
Richard Salter, Religious Studies

This program provides an opportunity to study expressions and representations of the sacred across several eras from the prehistoric to the modern, and in several cultures. Topics include the following: religious artifacts and sites; behaviors, relationships, roles and institutions associated with the sacred; sacred thought worlds of peoples in their own terms; religious expressions; and religious and ritual systems in socio cultural context and as they change through innovation, revitalization, resistance, and myriad other processes. The focus is on the sacred in different cultures from religious studies, anthropological, and sociological perspectives. One objective is to show that the sacred is necessarily constituted socially and culturally, on the one hand, and that the meanings of any particular expressions of the sacred are not necessarily exhausted by social cultural analysis, on the other.

The sacred in cross cultural perspective program offers an interdisciplinary minor; the program does not offer a major.

**REQUIREMENTS FOR THE MINOR**

*interdisciplinary, 6 courses*

One course in religious studies and one course in anthropology or sociology at each of three levels: 100, 200, and 300 to 400 level from the following lists.
### SELF-INSTRUCTIONAL LANGUAGE PROGRAM

**Program Faculty**  
Thelma Pinto, Director

The SILP program offers supervised courses in less commonly taught, but critical languages. Students apply to the program and are interviewed by the director to determine whether they have the aptitude for supervised, but to a certain extent self-directed, study. Students must have at least one semester of college-level language study in any language to be considered for the program. Students admitted to the program are provided with a syllabus and other materials as needed. They meet, face-to-face or online, with a native or near-native speaker regularly for conversation and oral practice. A midterm and final, ordinarily composed of an oral and written section, are sent to an outside faculty examiner, who is an instructor of that specific language at an accredited college or university. The outside examiner's evaluation along with other requirements for the course are then evaluated by the director, who assigns the final grade for the course. Throughout the semester, the director maintains contact with the students and follows their progress.

The Self Instructional Language Program (SILP) at HWS is affiliated with the National Self Instructional Program (NASILP). Languages available include Arabic, Hindi, Vietnamese, Hebrew, Advanced Italian, Brazilian Portuguese. Other languages may be offered on request, but the request must be submitted with at least one semester's notice. Because there are costs and other administrative issues involved with offering a new language, we cannot guarantee that a request will be honored.

All courses may be taken for credit or pass/fail.

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### SELF-INSTRUCTIONAL LANGUAGE PROGRAM (SILP)

#### CROSSLISTED COURSES

**Religious Studies Courses**
- REL 210 Buddhism
- REL 217 Gurus, Saints, Priests and Prophets
- REL 219 Introduction to Islamic Tradition
- REL 226 Religion and Nature
- REL 228 Religion and Resistance
- REL 232 Rethinking Jesus
- REL 236 Gender and Islam
- REL 237 Lived Christianity
- REL 238 Liberating Theologies
- REL 241 Rastaman and Christ
- REL 243 Theology of World Religions
- REL 254 The Question of God/Goddess
- REL 258 The Qu’ran and the Bible
- REL 263 Religion and Social Theory
- REL 272 The Sociology of the American Jew
- REL 273 Foundations of Jewish Thought
- REL 281 Unspoken Worlds
- REL 283 Que(e)rying Religious Studies
- REL 305 Tongues of Fire: Pentecostalism Worldwide
- REL 312 New Heavens, New Earths
- REL 313 Religious Language
- REL 315 Japanese Religions
- REL 318 Postcolonial Theologies
- REL 336 Islam and the West
- REL 365 Loss of Certainty
- REL 402 Conflict of Interpretations
- REL 410 Sacred Space

**Anthropology Courses**
- ANTH 102 World Prehistory
- ANTH 110 Introduction to Cultural Anthropology
- ANTH 206 Early Cities
- ANTH 208 Archaeology of Japan and China
- ANTH 220 Sex Roles: A Cross Cultural Perspective
- ANTH 227 Intercultural Communication
- ANTH 290 Pharaohs, Fellahin, Fantasy
- ANTH 296 African Cultures
- ANTH 297 Peoples and Cultures of Latin America
- ANTH 306 History of Anthropological Theory
- ANTH 326 Patterns and Processes in Ancient Mesoamerican Urbanism
- ANTH 352 Builders and Seekers

**Sociology Courses**
- SOC 243 Religion, State, and Society in Modern Britain
- SOC 244 Religion in American Society
- SOC 370 Theories of Religion: Religion, Power, and Social Transformation
SPANISH AND HISPANIC STUDIES

COURSE DESCRIPTIONS
111 Beginning Arabic I Permission needed from instructor. (Pinto, Fall)
112 Beginning Arabic II Permission needed from instructor. (Pinto, Spring)
113 Beginning Arabic III Permission needed from instructor. (Pinto, Spring)
131 Beginning Hindi I Permission needed from instructor. (Pinto, Fall)
132 Beginning Hindi II Permission needed from instructor. (Pinto, Spring)
133 Beginning Hindi III Permission needed from instructor. (Pinto, Spring)
205 Intermediate Hindi Permission needed from instructor. (Pinto, Spring)
145 Brazilian Portuguese Permission needed from instructor. (Pinto, Fall)
146 Intermediate Brazilian Portuguese Permission needed from instructor. (Pinto, Fall)
161 Beginning Vietnamese I Permission needed from instructor. (Pinto, Spring)
162 Beginning Vietnamese II Permission needed from instructor. (Pinto, Fall)
121 Beginning Hebrew Permission needed from instructor. (Pinto, Fall)
226 Intermediate Hebrew Permission needed from instructor. (Pinto, Spring)
301 Advanced Italian Permission needed from instructor. (Pinto, Spring)

SPANISH AND HISPANIC STUDIES
Juan Liébana, Ph.D., Associate Professor, Department Chair
Marisa DeSantis, M.A., Instructor
Alejandra Molina, Ph.D., Assistant Professor
Cristina Müller, Ph.D.; Assistant Professor
Edgar Paiewonsky-Conde, Ph.D., Associate Professor

The Spanish and Hispanic Studies department meets the demands and expectations of students as they confront the global situation of the third millennium in which the language and cultures of the Hispanic world play a crucial role. The program is built on the premise that language and culture are inseparable: every step in the process of becoming proficient in language must be rooted in culture and, conversely, language proficiency is the necessary foundation for all true understanding of culture. We promote the intellectual and moral expansion that must typify a liberal arts education, making students more conscious of the linguistic dimension that is the essence of human society and deepening their understanding of how identity is both product and producer of the fabric of culture.

Delving into the ethnically diverse and conflictive genesis of both imperial Spain and colonial Latin America, our program traces some of the main features and events of the Hispanic world, as it has evolved and continues to evolve, on both sides of the Atlantic. Covering the multifaceted cultural topography of Spain and Latin America, as well as the relatively new manifestations of Hispanic culture in the U.S., the Spanish and Hispanic Studies department offers, by definition, a profoundly multicultural academic experience, one firmly grounded in bilingualism and intended for students of diverse backgrounds. Recent innova-

SOCIOLOGY
The program and course descriptions for Sociology can be found in the section for the Department of Anthropology and Sociology (p. 88)
tions include the integration of the latest multimedia technology in order to create a fully interactive learning experience that encompasses the cultural richness of the Hispanic world.

All Spanish and Hispanic Studies students are strongly advised to study one semester abroad. The department sponsors two off-campus programs: one in Madrid, Spain, and one in Santiago, Dominican Republic. In these programs students live with families, take all courses in the target language, and speak only in Spanish. The Colleges also have a program in Ecuador and some course credits from this program may, with approval of the department, be counted toward a major or minor. A maximum of four course credits from off-campus study may be applied to the major, two to the minor.

Spanish and Hispanic Studies courses are organized into four sequential levels: I fundamental skills, II advanced skills, III introduction to culture and literature, and IV advanced culture and literature. Courses from level I focus on fundamental language skills and must be taken in sequence. Courses at level II develop advanced language skills. Courses at level III are an introduction to Hispanic culture and literature, and courses at level IV offer an advanced exploration of Hispanic culture and literature.

The Spanish and Hispanic Studies department offers a disciplinary major and minor. Only courses completed with a grade of C- or better may count toward the major or minor.

**REQUIREMENTS FOR THE MAJOR (B.A.)**

**disciplinary, 10 courses**

Ten Spanish and Hispanic Studies courses at the 203 level or above, including three courses from the Introduction to Culture and Literature group, three from the Advanced Culture and Literature group, and two more which may be either from the Advanced Culture and Literature group or courses taught in English with Hispanic content (SPNE).

**REQUIREMENTS FOR THE MINOR**

**disciplinary, 6 courses**

Six Spanish and Hispanic studies courses at the 203 level or above, at least three of which must be from level III (Introduction to Culture and Literature) or level IV (Advanced Culture and Literature). Only one of the level IV courses can be from courses taught in English with Hispanic content (SPNE).

**COURSE LEVELS**

**Level I: Fundamental Language Skills**

- SPAN 101 Beginning Spanish I
- SPAN 102 Beginning Spanish II
- SPAN 121 Intermediate Spanish I
- SPAN 122 Intermediate Spanish II

**Level II: Advanced Language Skills**

- SPAN 203 Grammar and Conversation
- SPAN 204 Spanish for Heritage Speakers
- SPAN 221 Spanish in Film and Song
- SPAN 225 Hispanic Media: Contemporary Issues
- SPAN 231 Translation I
- SPAN 260 Grammar and Composition

**Level III: Introduction to Culture and Literature**

- SPAN 316 Voces de Mujeres
- SPAN 317 Arte y Revolución
- SPAN 321 Cuentos de América Latina
- SPAN 336 Spain: The Making of a Nation
- SPAN 344 Survey I: Spain
- SPAN 345 Survey II: Latin America

**Level IV: Advanced Culture and Literature**

- SPAN 343 Masterpieces of Spanish Literature
- SPAN 346 Latin American Women’s Writings
- SPAN 360 Dark Heroes: Melancholia in Western Culture
- SPAN 361 The Sounds of Spanish: Phonetics and Dialects
- SPAN 362 Generations of 1898 and 1927
- SPAN 372 Contemporary Spanish Novel
- SPAN 410 Spanish Golden Age: Renaissance and Baroque
- SPAN 420 Contemporary Latin American Novel
- SPAN 460 Special Topics: In the Shadow of Dulcinea
- SPAN 490 Cervantes: Don Quijote
## SPANISH AND HISPANIC STUDIES

### COURSE DESCRIPTIONS (SPAN)

#### 101 Beginning Spanish I

Designed for students who have not taken Spanish before, this course develops the basic skills in understanding, speaking, reading, and writing the language. Beginning Spanish I, as well as the other courses in the beginning and intermediate levels, use a combination of master classes with the regular instructor and small groups and individual practice with the multimedia materials accompanying the text. (Offered each semester)

#### 102 Beginning Spanish II

A continuation of Beginning Spanish I, this is normally the appropriate level for students who have taken recently one year of Spanish in high school. The course combines master classes with the regular instructor, and practice sessions using the multimedia materials accompanying the text. Prerequisite: SPAN 101 or the equivalent. (Offered each semester)

#### 121 Intermediate Spanish I

The intermediate level of Spanish is designed for students who have completed the beginning Spanish sequence, or students whose previous language studies place them at that level. The course further develops the basic language skills acquired in the beginning sequence through the intensive study of grammatical structures, continued attention to oral and written communication, and an increased emphasis on reading comprehension. Written Spanish is practiced through short essays and oral expression and through the creation of dialogues and situations. The course combines master classes with the regular instructor, and practice sessions using the multimedia materials accompanying the text. Prerequisite: SPAN 102 or the equivalent. (Offered each semester)

#### 122 Intermediate Spanish II

A continuation of Intermediate Spanish I, this course introduces the student to the more complex aspects of grammar, continues vocabulary build up, and emphasizes oral and written communication through discussion of textual material, situation dialogues, and the writing of short essays. The course combines master classes with the regular instructor and practice sessions using the multimedia materials accompanying the text. Prerequisite: SPAN 121 or the equivalent. (Offered each semester)

#### 203 Advanced Spanish: Grammar and Conversation

This course focuses on the Spanish grammar acquisition process with a particular focus on listening comprehension and speaking. In addition to traditional grammar learning, students will refine their Spanish language skills by practicing oral expression. Aural comprehension, idiomatic usage, fluency, and language use in everyday situations will be emphasized. Prerequisite: Completion of the intermediate Spanish sequence or the equivalent. (Offered each semester)

#### 204 Spanish for Heritage Speakers

A comprehensive review of the Spanish language that targets the particularities of the bilingual condition, this course introduces students to issues that are relevant to the different Hispanic populations living in the United States. Readings, exercises, and class discussions address the specific needs of the bilingual student. Students in this course also have the opportunity to work with the diverse Hispanic communities living in the area. Prerequisite: permission of the instructor. (Molina, offered alternate years)

#### 221 Spanish in Film and Song

This course uses Spanish and Latin American music and cinema to refine the student's language skills beyond the intermediate level. Team work is emphasized in the creation of multimedia projects tailored to the needs of the group and the individual. Scripts and lyrics are used as text to introduce students to popular culture and current events in today's Hispanic world. In addition, students develop a script writing project. Prerequisite: Completion of the intermediate Spanish sequence or the equivalent. (Liébana, offered annually)

Typical readings: Leymarie, La música latinoamericana; Sacchi, Más allá de la pantalla; McVey Gill, Cinema for Spanish Conversation

#### 225 Hispanic Media: Contemporary Issues

This course focuses on contemporary issues as presented in the media of Spain, Latin America and U.S. Latino communities. The Internet, printed, audio and visual media will provide the foundation for class discussions, oral presentations, critical analysis and journalistic writing. Prerequisite: Completion of the intermediate Spanish sequence or the equivalent. (Müller, offered annually)

#### 231 Translation I

A situational approach to translation, this course provides practice in translation in everyday situations, such as may occur at banks, post offices, airports, immigration offices, through role-playing, skits, and "real-life" writing assignments. A contrastive analysis of English and Spanish grammar as appropriate to translation is a fundamental aspect of the course.

### Courses Taught in English with Hispanic Content

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SPNE 314</td>
<td>Spanish Cinema</td>
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<tr>
<td>SPNE 320</td>
<td>¿Spanglish? Issues in Bilingualism</td>
</tr>
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<td>SPNE 330</td>
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<tr>
<td>SPNE 345</td>
<td>The Paradoxes of Fiction</td>
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<tr>
<td>SPNE 355</td>
<td>García Márquez: The Major Works</td>
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287
This course is highly recommended for bilingual students and students who intend to teach either Spanish to English speakers or English to Spanish speakers, since it addresses the major areas of conflict between Spanish and English. Prerequisites: Completion of the intermediate Spanish sequence or the equivalent. (Offered annually)

260 Advanced Spanish: Grammar and Composition This course focuses on the Spanish grammar acquisition process with a particular focus on writing and reading. In addition to traditional grammar learning, students will refine their Spanish language skills by practicing written expression with directed and original composition exercises. Reading comprehension, idiomatic usage, and language use in various written genres will be emphasized. Prerequisites: Completion of the intermediate Spanish sequence or the equivalent. (Offered annually)

316 Voces de mujeres Designed to introduce students to Hispanic women’s discourse, this course is an introduction to the critical analysis of texts written by women from Spain and Latin America. Class discussions confront issues of race, class, gender, sexuality and nation; the relationship between gender and writing, and the dialogue of the analyzed texts undertaken within their historical and cultural context. Prerequisites: Two courses from level II and above, one of which must be 203, 204 or 260. (Molina, offered annually)

Typical readings: Santiago, Cuando era puertorriqueña; Gería Morales, El sur; Laforet, Niada; Alegría, No me agarran vivo; works by Poniatowska, Storni, Garro, and others

317 Arte y Revolución This course offers an introduction to literary discourse through the exploration of literary genres, and the particular vocabularies, strategies and devices they employ. A number of critical approaches are brought to bear on a variety of representative contemporary Latin American texts. Comparisons are drawn between literary works and the forms of other artistic media, such as films, paintings, and songs. Students sharpen their critical and communicative skills through oral and written responses to texts. Prerequisites: Two courses from level II and above, one of which must be 203, 204 or 260. (Paiewonsky-Conde, Spring, offered annually)

Typical readings: Stories by García Márquez, Rulfo and Borges; the poetry of Neruda; essays by Alegría; paintings by Rivera and Kahlo; songs by Parra, Blades, and others; novels by Fuentes and Sábat, and theatre by René Marqués

321 Cuentos de América Latina Against a background of contemporary theory on the genre, the course examines this ancestral drive to tell a story in its multifaceted manifestation in Latin America. Moving from the forms of the oral tradition (anécdota, chiste, cuento popular) to the popularly rooted stories of Bosch, Rulfo and Allende, to the metaphysical games of Borges and Cortázar, and from the Amazon to the urban centers, from the Andes to the Caribbean, the course ends with an examination of the multi functionality of feminine voices in the present generation of women storytellers. Students sharpen their receptivity as listeners and readers as well as exercise their skills as inventors and narrators. Prerequisites: Two courses from level II and above, one of which must be 203, 204 or 260. (Offered alternate years)

Typical readings: Stories by writers mentioned above and also Quiroga, Bombal, García Márquez, Poniatowska, Valenzuela, Sánchez, Vega

336 Spain: the Making of a Nation This course takes an approach to the development of contemporary Spain and Spanish national identities in the context of Western civilization. It studies and discusses historical background, economic and political patterns, literary and artistic development (Cervantes, Velázquez, Goya, Picasso), as well as cultural traditions and folklore. Some of the issues the course addresses are: Jews, Muslims, and Christians; imperial Spain and the psychology of conquest; the myth of Don Juan; the Gypsy paradox. Prerequisites: Two courses from level II and above, one of which must be 203, 204 or 260. (Liébana, offered alternate years)

Typical readings: Ugarte, España y su civilización; Pereira-Muro, Culturas de España; films by Buñuel, Berlanga, Saura and Almodóvar; paintings by el Greco, Dalí, and Picasso

343 Masterpieces of Spanish Literature A chronological study of selected masterpieces of the Peninsula from their genesis in the Middle Ages to the present with an emphasis on the historical, political, and sociological factors that have shaped Spanish culture and society. An appreciation of the essential features of different literary periods (e.g., Renaissance, Baroque, Romanticism) and of correspondences to other artistic media. Prerequisites: Two courses from level III or the equivalent. (Liébana, offered alternate years).

Typical readings: Lazarillo de Tormes; poetry by Garcilaso, Góngora, and Quevedo; Calderón, La vida es sueño; Unamuno, San Manuel Bueno, mártir; García Lorca, La casa de Bernarda Alba

344 Survey I: Spain This course focuses on key moments in the development of Spanish Peninsular Literature from the Middle Ages to the (post) modern period. Through the analysis of
poems, short stories, essays and other historical and experimental genres, this class seeks to explain and exemplify essential themes of the Spanish literary tradition: race and ethnicity; nation, Empire, and foreign influence; cultural customs and the appraisal of modernity; gender issues and the reflection on literature, individuality and artistic language. Prerequisites: Permission of the instructor. (Müller, offered alternate years)


345 Survey II: Latin America This survey course is designed to introduce students to key authors and literary movements from the colonial to the modernist period. Students read and discuss selections from major works and will analyze these texts from a historical and socio-political perspective. This class will also explain and exemplify essential themes of the Latin American literary tradition such as race, ethnicity and gender; Empire and nation formation, the colonial and neocolonial condition and others. Prerequisites: Permission of the instructor. (Molina, offered alternate years)

Typical readings: Comentarios reales, Inca Garcilaso; Sonetos y redondillas, Sor Juana Ines de la Cruz; Sah, Gertrudis Gómez de Avellaneda; Azul, Rubén Darío

346 Latin American Women’s Writings This course encompasses one or more topics concerning female experience as represented in texts written by women in Latin America. Class themes and discussions center on issues such as women as writers; the female body and violence; women and power; women as agents of history; or female voice/female silence. Prerequisite: Two courses from level III or the equivalent. (Molina, offered alternate years)

Typical readings: Allende, Eva Luna; Valenzuela, Cambo de armas; Esquivel, Como agua para chocolate; Menchú, Me llamo Rigoberta Menchú and other testimonios

360 Special Topics. Dark Heroes: Melancholia in Western Culture This course examines the Spanish contribution to the historical development of the notion of melancholia within Western culture and thought. Starting with a question that is more than two thousand years old, "Why are all great people melancholy?", this course investigates the interrelation between sadness, anxiety and creativity on the literary and philosophical level, while taking into account the heterogeneous historical, cultural and political background of this nexus. A reading list combining historical, theoretical and critical texts will supply an introduction to the complex development of the notion of melancholia from a Spanish perspective. Prerequisites: Two courses from level III or the equivalent. (Müller, Fall 2006)

Typical readings: Sem Tob: Proverbia Morales, Fernando de Rojas: La Celestina, Huarte de San Juan: Examen de ingenios, Cervantes Don Quijote, Teresa de Jesús: Libro de las fundaciones, fragments from chronicles by Fernando de Oviedo and Bartolomé de las Casas, and essays by Larra, Unamuno, Federico García Lorca

361 The Sounds of Spanish: Phonetics and Dialects This course takes students one step further in their study of the Spanish language with an introduction to the biological mechanics of native sound production. Students work together to approximate the sounds created by a native speaker of Spanish and the develop an ear for native versus nonnative sounds. Once these tasks are accomplished, students are introduced to the phonetic variation found in the Spanish-speaking world with particular emphasis on the social advantages and disadvantages that these variations produce. Prerequisites: Two courses from level II or the equivalent. (DeSantis, Fall, offered annually)

362 Generations of 1898 and 1927 From the Spanish American War (1898) to the Spanish Civil War (1936) there was a period of extraordinary literary and artistic production. This course focuses on the study of the two generations that compose what is known as the second Golden Age in Spanish literature. The socio historical conditions and the literary currents that affected this period in Spanish history are examined in the light of the concept of “generation” in the arts. Prerequisites: Two courses from level III or the equivalent. (Liébana, offered every three years)

Typical readings: Unamuno, Niebla; Machado, Campos de Castilla; Baroja, El Arbol de la Ciencia; Valle Inclán, Luces de bohemios; García Lorca, Bodas de sangre; Guillén, Cántico (poetry); selected poetry by Aleixandre

372 Contemporary Spanish Novel A study of the novel after the Spanish Civil War, the course focuses on some of the major novelists writing during the Franco regime (1939-1975), and the new generation of authors of the post-Franco period. Such topics as the trauma of the Civil War, censorship and creative freedom, the New Wave novelists, and female voices in Spanish fiction are addressed. Movies based on contemporary Spanish novels are part of the course. Prerequisites: Two courses from level III, or the equivalent. (Liébana, offered alternate years)
Typical readings: Cela, La colmena; Delibes, Los santos inocentes; Sánchez Feriosio, El Jarmana; Mendoza, El misterio de la cripta embrujada; Monterroso, La hija del campes; Muñoz Molina, El invierno en Lisboa; Rodoreda, La plaza del diamante

410 Spanish Golden Age: Renaissance and Baroque This course analyzes major works of Spain’s most influential literary and cultural period (1492-1700). It focuses on topics that have become foundational to modernity such as the relation of author and authority, self-fashioning and orthodoxy, perspectivism and ethnocentrism, religious thought and secular power. This class will examine the literary texts in the larger context of Renaissance culture, and explore their interrelations with history, philosophy and art, and their preceding Italian and contemporary Elizabethan counterparts. Prerequisites: Two courses of level III or IV, or the equivalent. (Müller, offered alternate years)

Typical readings: El Abencerraje y la hermosajwt, Lazarillo de Tormes, Cervantes: Novelas ejemplares, Calderón de la Barca: La vida es sueño, poetry by Garcilaso de la Vega, San Juan de la Cruz, Teresa de Jesús, Sor Juana Inés de la Cruz, Góngora and Quevedo, Italian and Spanish baroque paintings; articles on the authors and works studied.

420 Contemporary Latin American Novel This course focuses on reading and discussion of major works by the generation of Latin-American writers known as the Latin American “boom” and important precursors. Consideration is given to the political factors that inform the ideological premises of these writers. (Paiewonsky-Conde, offered every three years)

Typical readings: Bombal, La amorta ja da; Rulfo, Pedro Páramo; Carpenter, El acoso; Márquez, La hojarasca; Fuentes, La muerte de Antonio Cruz; Vargas Llosa, Los cachorros

450 Independent Study

460 Special Topics: In the Shadow of Dulcinea This course examines the complex social, literary and philosophical aspects that underlie the ideology of love developed in Spanish literature during the Late Middle Ages and Early Modernity. Through intensive textual readings students approach conventional as well as subversive models of love and lovers, along with issues in gender identity, female literacy, and politics of sexuality. The analysis of gender relationships uncovers the taboos and the repressed aspects of the Early Modern culture and the self. Prerequisites: Two courses of level III or IV or the equivalent. (Müller, Spring 2007)

Typical readings: Montalvo: Amadís de Gaula; Arcipreste de Hita: El libro del buen amor, Arcipreste de Talavera: Corbacho, Luis de León: La perfecta casada; Cervantes: Los trabajos de Persiles y Segismunda, María de Zayas: Novelas amorosas y ejemplares, court and religious poetry

490 Cervantes: Don Quixote This course offers careful analysis of the style, characterization, theme, and structure of Spain’s greatest literary masterpiece, and study of the work’s relationship to major social and intellectual currents of the 16th and 17th centuries. (Paiewonsky-Conde, offered every three years)

Typical readings: Don Quixote and required critical writings

495 Honors

COURSES TAUGHT IN ENGLISH (SPNE)

314 Spanish Cinema In this course students examine the production of the major Spanish filmmakers from Buñuel to Almodóvar. Through screenings of films, class discussions, and readings on film theory and film history, students trace the evolution of Spanish cinema through Franco’s military dictatorship and under the new democratic system. Themes of exile and censorship, gender and sexuality, religion and sin, among others, are explored in the context of Spanish society and in relation to other artistic manifestations of Spanish culture. Prerequisite: Open to all; recommended for sophomores and above.

Typical readings: Kinder, Blood Cinema; Stone, Spanish Cinema; Besas, Behind the Spanish Lens; Jordan, Contemporary Spanish Cinema

320 ¿Spanglish? Issues in Bilingualism This course examines the ever-growing bilingual Spanish/English population in the United States from both a linguistic and sociolinguistic point of view. Students first explore linguistic and sociolinguistic history by looking at the specific events that lead to the merging of Spanish and English along with prior notions of bilingualism. They then look at the present linguistic and sociolinguistic state of bilingualism through current research as well as conduct their own research by exploring the local bilingual community. Prerequisites: SPAN 101 or 102, or equivalent. (Offered alternate years)

330 Latina Writing in the United States This course examines works by women writers of Hispanic descent in the United States. It explores the dynamics of gender, race, and sexuality as it affects the writers’ identities as Latinas. The works analyzed are placed in critical dialogue with the changing U.S. cultural and political attitudes towards an ever-growing Latino population. Prerequisite: Open to all; recommended for sophomores and above. (Molina, offered alternate years)
345 The Paradoxes of Fiction: Latin American Contemporary Narrative This course examines some of the most representative works by the generation of Latin American literary giants known as the “Boom.” This is a fiction that lays bare the paradoxes at the very core of fiction: exposing the double-sidedness of boundaries, turning life inside out and death outside in, dismantling the construction of subjectivity, and constantly assaulting and reconstructing the reader’s own identity. And yet for all this, the reader is always caught in the very dense web of socio-historical conditions (and at times gruesome political reality) of Latin America. It is, therefore, a literature responsive to the whole of human experience. Prerequisite: Open to all; recommended for sophomores and above. (Paiewonsky-Conde, offered alternate years)

Typical readings: Borges, Ficciones; Bombal, The Shrouded Woman; Rulfo, Pedro Páramo; Carpentier, Manhunt; Cortázar, Stories; Fuentes, Aura; García Márquez, On Love and Other Demons; Traba, Mothers and Daughters

355 García Márquez: the Major Works This course provides a close study of major novels and stories by this extraordinary writer, as well as some of his journalistic pieces and key interviews. Consideration is given to both the political and magic-realist perspectives in his work. The context of ideological controversy (the politics of culture) in contemporary Latin America is examined. Prerequisites: Open to all; recommended for sophomores and above. (Paiewonsky-Conde)

Typical readings: Cándida Eréndida y su Abuelo Desalmado; Cien años de soledad; Crónica de una muerte anunciada; El amor en los tiempos de cólera; El olor de la guayaba

THEATRE

Robert F. Gross, English, Coordinator

The theatre program provides students with the opportunity to explore the literature of the theatre as well as the performance of theatre.

The theatre program offers an interdisciplinary minor.

REQUIREMENTS FOR THE MINOR
interdisciplinary, 5 courses
ENG 178 Acting I; ENG 278, Introduction to Dramatic Interpretation; one course from the dramatic literature group; and two courses from the art of theatrical production group.

CROSSLISTED COURSES

Dramatic Literature Courses
CLAS 108 Greek Tragedy
ENG 225 Shakespeare: Histories and Comedies
ENG 226 Shakespeare: Tragedies
ENG 278 Introduction to Dramatic Interpretation
ENG 328 European Drama from Lessing to Ibsen
ENG 333 American Drama
ENG 380 Modern Drama

Art of Theatrical Production Courses
EDUC 295 Theatre and the Child
ENG 275 Acting II
ENG 307 Playwriting Workshop
URBAN STUDIES

Program Faculty
Patrick McGuire, Economics, Coordinator
James Spates, Sociology, Coordinator
Ted Aub, Art
Judith-Maria Buechler, Anthropology
Alan Frishman, Economics
Christopher Gunn, Economics
Clifton Hood, History
Derek Linton, History
Stan Mathews, Art
Scott McKinney, Economics
Ilene Nicholas, Anthropology

Urbanization and globalization are proceeding at an incredible rate. The field of urban studies examines the living environment of most Americans and of a rapidly growing proportion of the world’s population. In this context, urban studies is a valuable major.

The program is multidisciplinary, using a variety of analytical methods to study the life and problems of cities. The primary subject areas for the major are anthropology/sociology, economics, history, and political science. However, courses in art, English, classics, and American studies are also relevant and give the student additional perspectives on urbanization beyond those offered in the three basic departments.

Urban studies offers an interdisciplinary major and minor. All courses toward an urban studies major or minor must be completed with a grade of C- or higher.

REQUIREMENTS FOR THE MAJOR (B.A.)
interdisciplinary, 10 courses
BIDS 229 Two Cities: New York and Toronto; four core courses from at least four disciplines; one methods course; and four additional elective courses (from the core or elective list) approved by an adviser in the program. One upper level (300 or higher) course should be included.

REQUIREMENTS FOR THE MINOR
interdisciplinary, 5 courses
BIDS 229 Two Cities: New York and Toronto; three courses from three different disciplines; and one upper-level (300 or higher) course or independent study approved by an adviser in the program.

CROSSLISTED COURSES

Introductory Courses
BIDS 229 Two Cities: New York and Toronto

Core Courses
ANTH 206 Early Cities
ANTH 247 Urban Anthropology
ECON 213 Urban Economics
HIST 215 American Urban History
HIST 264 Modern European City
POL 236 Urban Politics
SOC 251 Sociology of the City

Methods Courses
ANTH 273 Ethnographic Research and Methods
ECON 202 Statistics
SOC 211 Research Methods

Electives
ALST 200 Ghettoes
ANTH 205 Race, Class and Ethnicity
ANTH 271 Jobs, Power and Capital
ANTH 297 Peoples and Cultures of Latin America
ANTH 298 Modern Japan
ANTH 326 Patterns and Processes in Ancient Mesoamerica
ARCH 302 Design II: The Wider Environment
ARCH 311 History of Modern Architecture
ARCH 312 Theories of Modern Architecture and Urbanism
ART 101 Ancient to Medieval Art
ART 102 Renaissance to Modern Art
ART 115 Three Dimensional Design
ART 116 World Architecture
ART 232 Rococo Art and Architecture
ART 233 Renaissance Architecture
ART 235 Art and Architecture of Baroque Rome
ART 249 Islamic Art and Architecture
ART 340 American Architecture to 1900
BIDS 265 Architecture, Morality, and Society
CLAS 202 Athens in the Age of Pericles
CLAS 251 The Romans: Republic to Empire
ECON 206 Community Development
WOMEN’S STUDIES

ECON 122  Economics of Caring
ECON 135  Latin American Economics
ECON 221  Population and Society
ECON 227  Women and Economic Development
ECON 248  Poverty and Welfare
ECON 344  Economic Development
ENG 258  19th-Century English Novel
HIST 237  Europe Since the War
HIST 246  American Environmental History
HIST 256  Technology and Society in Europe
HIST 300  American Colonial History
HIST 310  Rise of Industrial America
HIST 311  20th-Century America: 1917-1941
HIST 352  Who Wants to be a Millionaire?
HIST 469  Global Cities
MDSC 303  Social Documentary
POL 215  Minority Group Politics
POL 222  Political Parties
POL 227  Interest Group Politics
POL 229  State and Local Government
POL 320  Mass Media
PPOL 101  Democracy and Public Policy
PPOL 328  Environmental Policy
SOC 221  Race and Ethnic Relations
SOC 223  Inequalities
SOC 245  Sociology of Work
SOC 262  Criminology
SOC 290  Sociology of Community

WOMEN’S STUDIES

Program Faculty
Betty Bayer, Women’s Studies, Coordinator
Cerri Banks, Education
Biman Basu, English
Sheila Bennett, Sociology
Lara Blanchard, Art
Judith-Maria Buechler, Anthropology
Rocco Capraro, History
Elena Ciletti, Art
Melanie Conroy-Goldman, English
Anna Creadick, English
Donna Davenport, Dance
Jodi Dean, Political Science
Debra DeMeis, Psychology
Iva Deutchman, Political Science
Richard Dillon, Anthropology
Laurence J. Erussard, English
Maureen Flynn, History
Laura Free, History
Christopher Gunn, Economics
Jack Harris, Sociology
Susan Henking, Religious Studies
Leah R. Himmelhoch, Classics
Jo Anna Isaak, Art
Marilyn Jiménez, Africana Studies
Cedric Johnson, Political Science
George Joseph, French and Francophone Studies
Hyo-Dong Lee, Religious Studies
Elisabeth Lyon, English
Susanne McNally, History
Dia Mohan, Sociology
Alejandra Molina, Spanish and Hispanic Studies
Renée Monson, Sociology
Paul Passavant, Political Science
Eric Patterson, English and American Studies
Lee Quinby, English and American Studies
Alison Redick, Women’s Studies
Craig Rimmerman, Political Science
Mary Salibrici, Writing and Rhetoric
Richard Salter, Religious Studies
Deborah Tall, English and Comparative Literature
Women’s Studies has been taught at the Colleges since 1969 and the program was, in fact, one of the first such programs in the country. The program seeks to educate students about women’s participation in history, literature, society and thought, and about the serious implications for social and cultural life of the neglect of women’s contributions. The course offerings give particular attention to the myriad ways in which women’s lives have been shaped by the intersections of gender with race, class, sexuality, and ethnicity. The main goal of the program is to raise questions about past history and present practices that will enable women and men to work for the betterment of all.

Women’s studies is a multidisciplinary enterprise. Students are encouraged to take a wide range of courses, developing theoretical sophistication, cultural and historical awareness, and an understanding of multiple perspectives on gender.

Women’s studies offers a disciplinary major and minor and an interdisciplinary major and minor.

To be credited to the major or minor, a course must be completed with a grade of C or better.

**REQUIREMENTS FOR THE MAJOR (B.A.)**
*interdisciplinary, 10 courses*
WMST 100, WMST 300, WMST 401, a feminist research and methodology course (WMST 323, WMST 304 or WMST 301 or other as approved by the program), and six additional women’s studies elective courses that create an area of concentration and include courses from at least two divisions and at least four departments or programs.

**REQUIREMENTS FOR THE MINOR**
*interdisciplinary, 5 courses*
WMST 100 and four additional women’s studies elective courses from at least two divisions and at least two departments or programs.

**ELECTIVES**

**Humanities**
- ALST 240 Third World Women’s Texts
- AMST 201 American Attitudes Toward Nature/Methodologies of American Studies
- AMST 300 History of Sexual Minorities
- ART 211 Feminism in the Arts
- ART 222 Women in Renaissance
- ART 229 Women and Art in the Middle Ages
- ART 256 Art of Russian Revolution
- ART 306 Telling Tales: Narrative in Asian Art
- ART 312 Women Make Movies
- ART 403 Gender and Painting in China
- ART 467 Seminar: Artemisia and Gentileschi
- ASN 212 Women in Contemporary Chinese Culture
- ASN 220 Male and Female in East Asian Societies
- ASN 304 Courtisan Culture
- ASN 342 Chinese Cinema: Gender, Politics and Social Change in Contemporary China
- BIDS 365 Dramatic Worlds of South Asia
- CLAS 230 Gender in Antiquity
- DAN 212 Dance History II
- DAN 214 Dance History III 1960s to Present
- DAN 900-level courses require prior dance department approval to count as WMST credits
- EDU 208 Teaching, Learning, and Popular Culture
- EDU 370 Social Foundations of Multiculturalism
- ENG 229 Popular Fiction: The Fifties
- ENG 238 Flexing Sex
- ENG 264 Post-World War II American Poetry
- ENG 281 Literature of Sexual Minorities
- ENG 304 Feminist Literary Theory
- ENG 318 Body, Memory, and Representation
- ENG 342 Readings in Multi-Ethnic Women’s Literature
- ENG 346 Iconoclastic Women in the Middle Ages
- ENG 354 Forms of Memoir
- ENG 381 Sexuality and American Literature
- FRE 251 Eros and Thanatos
- FRE 380 Advanced Francophone Topics: Images de Femmes
- FRE 389 Women in the French Renaissance
FRNE 311  Feudal Women in France, Vietnam and Japan
HIST 208  Women in American History
HIST 234  Medieval Europe
HIST 241  The Politics of Gender and the Family in Europe, 1700-1850
HIST 253  Renaissance and Reformation
HIST 279  Body Politics: Women and Health in America
HIST 317  Women’s Rights Movements in the U.S.
HIST 367  Women and the State: Russia
HIST 371  Life-Cycles: The Family in History
HIST 375  Western Civilization and its Discontents
MDSC 203  History of Television
MUS 206  Opera As Drama
PHIL 152  Issues: Philosophy and Feminism
PHIL 250  Feminism: Ethics and Knowledge
REL 236  Gender and Islam
REL 237  Christianity and Culture
REL 247  Women and “Fundamentalism”
REL 254  The Question of God/Goddess
REL 256  Tales of Love and Horror
REL 257  What’s Love Got to Do With It?
REL 281  Unspoken Worlds
REL 283  Que(e)rying Religious Studies
REL 321  Muslim Women and Literature
REL 345  Tradition Transformers
REL 402  Conflict of Interpretations
REL 464  God, Gender and the Unconscious
RUSE 351  Other Voices in 20th-Century Russian Literature: Women Writers
SPAN 316  Voces de Mujeres
SPAN 346  Latin American Women’s Narratives
SPNE 330  Latina Writing in the U.S.
WMST 204  Politics of Health
WMST 243  Feminism and Science
WMST 304  Medical Historiography
WMST 323  Research in Social Psychology
WMST 357  Self in American Culture
WMST 372  Topics in Social Psychology

Social Sciences
ANTH 209  Gender in Prehistory
ANTH 220  Sex Roles: A Cross-Cultural Perspective
ANTH 230  Beyond Monogamy
ANTH 296  African Cultures
BIDS 211  Labor: Domestic and Global

COURSE DESCRIPTIONS

INTRODUCTION TO WOMEN’S STUDIES

This course introduces the vast, complex, and changing field of women’s studies. By engaging some key issues, questions, and conversations that have been raised in and by women’s studies in specific times and places, this course is designed to stimulate analyses about students’ locations in the circuits of such conversations, and to encourage students to raise their own questions about women, gender, feminism(s), modes of women’s organizing, and production of knowledge about women. While it is impossible to cover all pertinent topics in one semester, this course introduces various specific issues and histories, that, taken together, highlight the complexity of Women’s Studies as both an academic and activist field.

(Offered each semester)

POL 211  Men and Masculinity
BIDS 280  Women’s Narratives of Wealth and Power
BIDS 307  Contexts for Children
ECON 227  Women and International Development
ECON 310  Economics and Gender
ECON 316  Labor Market Issues
POL 175  Introduction to Feminist Theory
POL 210  The Sixties
POL 219  Sexual Minority Movements and Public Policy
POL 238  Sex and Power
POL 333  Civil Rights
POL 375  Feminist Legal Theory
PPOL 364  Social Policy and Community Activism
SOC 221  Sociology of Minorities
SOC 225  Sociology of the Family
SOC 226  Sociology of Sex and Gender
SOC 233  Women in the Third World
SOC 240  Gender and Development
SOC 340  Feminist Sociological Theory
WMST 204  Politics of Health
WMST 243  Feminism and Science
WMST 304  Medical Historiography

NATURAL SCIENCES

PSY 275  Human Sexuality
WMST 223  Social Psychology
WMST 247  Psychology of Women
WMST 323  Research in Social Psychology
WMST 357  Self in American Culture
WMST 372  Topics in Social Psychology

THE POLITICS OF HEALTH

This course introduces students to the historical context of critical studies of health, especially health and the politics of race, gender, and sexuality.

(Offered each semester)
Beginning with conceptions of sex and sexuality from the Greeks and Freud, students consider the invention of new systems of classification for race and gender within the medical sciences. The course examines hormone research in the 20th century and its relationship to the American Eugenics Movement, the history of childbirth, and the changing context of reproductive rights in the early 20th century. Students explore how gender affects health treatment, the history of the reproductive rights movement, the origins of birth control and the politics of sterilization and safer sex education, the Women’s Health Movement, and AIDS activism since 1980. Prerequisite: WMST 100 or permission of instructor. (Redick)

215 Between Feminism and Psychoanalysis
Sigmund Freud has been reviled by many feminists for his notions of penis envy and his puzzled query “What do women want?” And yet, Freud and such subsequent psychoanalytic theorists as Horney, Klein, Winnicott, and Lacan also have been sources of significant analyses of female subordination, sexuality, and desire. This course examines relations between psychoanalysis and feminism by focusing on ways in which psychoanalytic theory has understood gender, as well as the ways in which feminists have critiqued and/or appropriated such depictions of female experience. (Henking, offered occasionally)
Typical readings: Freud, Sexuality and the Psychology of Love; Freud, Dora; Hooks, Feminist Theory, From Margin to Center; Olivier, Jocasta’s Children; Sayers, Mothers of Psychoanalysis; Trask, Eros and Power

223 Social Psychology
With the emergence of the discipline of social psychology in late 19th century came new ways of thinking about the gender, race, and class of individuals, groups, and nations. These new conceptualizations brought with them new ways of seeing the social psychological nature of “Man” and by extension “Woman,” and the psychological terms of modernity and postmodernity. Drawing on influential European and North American social psychologists, students in this course ask: Was social psychological nature to be understood in more symbolic interactionist, behaviorist, psychodynamic, cognitive or cybernetic terms? Students learn how ideas on social psychological life carried commitments to uncovering the “social laws of life” (Dewey); or social psychology’s efforts to engage with women and men as historicized subjects within social, political, and cultural contexts (Wilkinson, Sampson). This course also can count toward the major in psychology. Prerequisites: Permission of instructor or PSY 100. (Bayer)
Typical readings: Myers, Social Psychology; Halberstadt and Ellyson, Social Psychology

Readings: A Century of Research; Festinger, Riecken and Schachter, When Prophecy Fails; Wilkinson, Feminist Social Psychologies; Bourke, The Burning of Bridget Cleary

243 Feminism and Science
This course explores the historical and scientific context for feminist interventions into scientific practice and study. Students are asked to consider a series of questions, including the following: How did feminist science studies develop? Is feminism relevant to the study of science? How does scientific inquiry become gendered through a variety of cultural and historical contexts? What are some specific intersections of race, gender and sexuality in the study of feminism and science? Do students think that feminism has transformed science studies within a specifically feminist context? Using the work of feminist scholars and scientists, students examine the history of genetics, sociobiology, prenatal testing, and the 1990s cultural science wars from a feminist standpoint. Prerequisite: WMST 100 or permission of the instructor. (Redick)

247 Psychology of Women
To Freud’s question of “What do women want?” psychology has brought description, analysis, categorization and diagnosis in its effort to plumb the depths of woman’s purported enigmatic nature. Parallel to psychology’s mainstream versions on the psychology of women are feminist writings exploring alternative views of psychological issues and life events of concern to women. This course examines these distinct paths from early case studies of hysteria through to mid-century depictions of the “problem with no name” (Friedan) and to late 20th-century renderings of PMS, bodily dissatisfaction and eating disorders. The course uses history, theory and research in psychology to examine these issues and events as well as to appreciate psychology’s changing views, treatment and study of women’s lives in all of their diversity. This course also can count toward the major in psychology. Prerequisite: Permission of the instructor or PSY 100. (Bayer)
Typical readings: Chodorow, Femininities, Masculinities, Sexualities; Riger, Transforming Psychology; Gender in Theory and Practice; Hurtado, The Color of Privilege

300 Feminist Theory
This seminar surveys several strands of feminist theorizing and their histories. By critically engaging the underlying assumptions and stakes of a range of theories, students become more aware of their own assumptions and stakes, and sharpen their abilities to productively apply feminist analyses in their own work. Prerequisite: WMST 100 or permission of instructor. (Fall)
301 Feminist Oral History  Feminist oral history considers how women communicate and conceptualize their life stories, putting into practice a feminist commitment to recording women’s life stories. This seminar operates as a workshop, investigating the theory underlying feminist oral history while putting the methodology to work through a class interviewing project. Through critical reading and practical experience, students research oral history questions and conduct interviews that are recorded using audio and video equipment. Furthermore, they develop the critical tools and analytical judgment needed to analyze the role of gender in oral history interviewing and prepare interviews to be deposited in an archive.

304 Medical Historiography  This upper-level seminar introduces students to the history of medicine as a field of study, focusing on research methods. Students explore the history of medicine broadly, beginning with the origins of Western medicine in both Greece and the Renaissance. Students also explore transnational medical practices, and consider how Western medical practices have come to be historically valorized. Students read key texts in medical sociology and gain an understanding of how the history of medicine and physiology came to be a disciplinary subspecialty in the early to mid-20th century. Students perform a research project that makes use of methods in medical history. This could include archival research, oral histories, or interview methods. Prerequisite: WMST 100 or any 200 level WMST course. (Redick)

323 Research in Social Psychology  How lives are studied in social context is the question at the heart of social psychological research and feminist epistemology. Brought together, these approaches have reawakened concerns about the place of language, cultural discourses and relations of power in social psychological life. This course asks students to think through the philosophical and theoretical underpinnings to different research paradigms as they learn how to put different research methods into practice. Students design and conduct a research project, for which one component will be discourse analysis of women’s and men’s forms of language and the subtle ways in which these forms act on perceptions. This course also can count toward the major in psychology and satisfies the psychology laboratory requirement. Prerequisites: WMST 223 or WMST 247 or permission of the instructor. (Bayer)

357 Self in American Culture  Twentieth-century U.S. life is distinguished by an increasing tendency to see everyday life in psychological terms. How and when did it become so chic to see and conceive of ourselves as essentially psychological? What happens when these forms of self recede and newer ones, such as the consumer self, the narcissistic self, or the saturated self begin to signify the psychology of a decade and who we are as humans? This course draws on a feminist approach to examine the place of social psychology in the cultural history of American individualism and notions of the self. This course also can count toward the major in psychology. (Bayer)

Typical readings: de Tocqueville, Democracy in America; Danziger, The Historical Formation of Selves; Blumer and Schnog, Inventing the Psychological; Gergen, The Saturated Self; Haiken, Venus Envy

372 Topics in Social Psychology  This course focuses on a topic of current interest. Topics are announced in advance and are addressed through history and theory in feminist social psychology. One topic is peace: students examine practices for peace and social justice through movements, writing, art, and film in the larger social and psychological context of humanity and quests for life lived in harmony and equality. Other topics include cyberpsychology; Cold War America and Cold War psychology; the psychology of the Women’s movement; and history of psychology. This course also may count toward the major in psychology. Prerequisites: PSY 100 or WMST 223 or permission of instructor. (Bayer)

401 Senior Seminar  Women’s studies seniors produce a culminating project as they apply feminist theories and research methods, integrating their experiences as women’s studies majors. Prerequisites: WMST 100 and WMST 300. (Spring, offered annually)

450 Independent Study/Practicum  This course provides the opportunity for students to engage in practical involvements in topics/issues in women’s studies as well as pursuing independent research under faculty supervision.
WRITING AND RHETORIC

Program Faculty
Cheryl Forbes, Ph.D.; Professor, Coordinator
Susan Hess, M.A., Instructor
Gary L. Matassarin, M.A.; Instructor
Mary M. Salibrici, Ph.D.; Associate Professor
Stefan J. Senders, Ph.D.; Assistant Professor

rhetoric. n. 1. The study of the elements, as structure or style, used in writing and speaking. 2. The art of effective expression and the persuasive use of language.
——American Heritage Dictionary

The primary purpose of the Writing and Rhetoric Program is to offer rigorous courses at all levels that integrate the study of writing and the study of rhetoric. The courses support students who enter the Colleges knowing that they need and want to strengthen their ability to express themselves effectively in written discourse. They help students meet the challenges of the community curriculum, which puts effective written discourse at its center. Writing is both a way to learn course content and a result of learning: the mark of a liberally educated person.

Writing courses are divided into three categories:

**Introductory** (WRRH 100): emphasizes the importance of voice, focus, cohesion, and organization to good writing. Requires approximately 25 pages of polished writing.

**Intermediate** (WRRH 200 and any other 200-level course): emphasizes academic argument and research. Requires approximately 25-30 pages of polished writing.

**Advanced** (any WRRH 300-level course and WRRH 420): emphasizes independent projects and more complex approaches to rhetorical analysis and argument. Advanced studies in various forms of professional writing are available. Requires approximately 30-35 pages of polished writing.

Writing across the curriculum is also a central component of program offerings through the Writing Colleagues Program, which prepares student mentors to help with the teaching of writing and reading through the program’s work in first-year seminars and bidisciplinary courses and through the program’s support of faculty members’ use of writing in their courses.

Finally, for students interested in a concentrated study of writing and rhetoric, the program offers a disciplinary major. The major requires students to complete foundational courses in grammar and style, discourse analysis and introductory rhetoric. In addition, students take elective courses to build on and further challenge the work of the foundational courses, a set of courses geared to post-graduate writing, and a capstone seminar.

**REQUIREMENTS FOR THE MAJOR (B.A.)**

disciplinary 12 courses

**Foundational Courses 3 required**
Emphasis on the study and application of writing as grammatical, discursive, rhetorical, and social.

- WRRH 201 Grammar and Style
- WRRH 250 Talk and Text: Introduction to Discourse Analysis
- WRRH 312 Power and Persuasion: Readings in Rhetoric, Ancient to Modern

**Electives 6 required**
Emphasis on critical reading and writing as integrated activities whether focused on academic research, critical analysis, and/or creative nonfiction projects.

- WRRH 200 Writer’s Seminar II
- WRRH 202 Going Places: Travel Writing
- WRRH 220 Breadwinners and Losers: The Rhetoric of Work
- WRRH 221 He Says, She Says: Language and Gender
- WRRH 224 Writing and the Culture of Reading
- WRRH 251 Black Talk, White Talk
- WRRH 252 An Anatomy of American Class: Realities, Myths, Rhetorics
201 Grammar and Style Understanding grammar is important for writers because grammatical choices affect style; stylistic choices have grammatical implications. Yet grammar is often given last place in writing classes or made a mere matter of mechanics—correcting a comma splice, changing a relative pronoun. This course is designed for all writers and would be writers who want to understand the rhetorical power of grammar. It is designed for anyone who wants to understand what stylistic choices writers have available. It is not, therefore, a course in grammar or a course in style, but a course on the relationship between them. Students improve their grammar through working on style; they improve their style by working on grammar, sentence diagramming, weekly grammatical excursions, required weekly quizzes, and a final project. (Forbes, offered annually)

Typical readings: Kolln, Rhetorical Grammar: Grammatical Choices, Rhetorical Effects; Kolln and Funk, Understanding English Grammar; Wislawa Szymborka; and Annie Proulx

202 Going Places: Travel Writing “Journeys,” writes Susan Orlean, “are the essential text of the human experience.” That experience is at the heart of this course. As Orlean says, though, a journey need not be to an exotic place, though she has been to many such places. But a piece about a journey—a piece of travel writing—can come from somewhere just around the corner, down the street, up a flight of stairs, any “there-and-back-again” that you might take. The only requirement is that the writer—the traveler first, then the writer—pay attention. Students read exemplary travel writers, write their own travel pieces, keep a reading journal and observation notes to prepare for their formal essays. A field trip and a fee are required. (Forbes, Spring, offered alternate years)

Typical readings: Naipaul, A Turn in the South; Goldberg, Time’s Magpie; Winchester, The River at the Center of the World; Raban, Passage to Juneau; Robb, A Death in Brazil.

220 Breadwinners and Losers: The Rhetoric of Work How do we talk about work in our society? How do we decide what work to do? How does work affect identity and what life means? Is work valuable in and of itself, or is work only a means to an end? What are the rhetorical requirements of various workplaces? What issues of gender, class, and equity are raised by workplace rhetoric? This course seeks to address these and other questions about a fundamental aspect of
every person’s life. It explores the issue of work in school and after school through readings and discussions. Topics vary. (Repeatable) (Forbes, offered alternate years)

Typical readings: Hall, Life Work; Wilson, When Work Disappears; Millhauser, Martin Dressler; Snyder, The Cliff Walk; Levine, What Work Is

221 He Says, She Says: Language and Gender Relations Awareness of gender difference often constitutes a significant barrier both to effective self expression and interpersonal communication, becoming for both men and women a source of either self censorship or an (often unconscious) silencing of others. Is there a value to having a sense of otherness based upon one’s gender roles? Are there ways to bridge the gender gap in order to communicate effectively and without diminishing one’s sense of self? If one takes the problem as an opportunity for serious study, one is confronted with fundamental questions about how language links individual identity with socially defined gender roles. Students encounter the potential for discovering new opportunities for personal expression and communication with others. (Offered alternate years)

224 Writing and the Culture of Reading Academic, intellectual culture is a culture of the word, of reading and writing, of print. This course explores the dynamics of this culture through a close interrogation of the writing and reading practices of intellectuals, ourselves included. Through the course of the semester students keep a reading journal, write several critical essays, and complete a final project. (Forbes, offered alternate years)

Typical readings: Rose, The Year of Reading Proust; Manguel, A History of Reading; Denby, Great Books; Montaigne, selected essays; Carroll, Alice in Wonderland; Scholes, Protocols of Reading

250 Talk and Text: An Introduction to Discourse Analysis This course investigates one of the fundamental theoretical ways language is studied today. Students study the theories of discourse analysis and practice those theories by analyzing spoken and written texts. Analysis of the various kinds of texts in our culture—from billboards to novels, from political speeches and academic lectures to radio and TV talk shows—leads into discussions of conversational style, gender, linguistic stereotypes, and problems in intracultural communication. (Offered alternate years)


251 Black Talk, White Talk What is BEV or Ebonics? Is it a language or a dialect? This course studies Black English Vernacular, also called Ebonics or Black street speech or Black talk (depending on the linguist): its sounds, structure, semantics, and history. It investigates the differences between black and white spoken discourse styles, which lead to tension and misunderstanding. It looks at written texts for the ways in which they reveal particular styles of spoken discourse. And it investigates the educational public policy issues surrounding Black English Vernacular. (Forbes, offered alternate years)

Typical readings: Smitherman, Talkin and Testifyin: The Language of Black America; Baugh, Black Street Speech: Its History, Structure, and Survival; Smitherman, Black Talk: Words and Phrases from the Hood to the Amen Corner; Holloway, Africanisms in American Culture; Wiley, Why Black People Tend to Shout

252 An Anatomy of American Class Realities, Myths, Rhetorics Visit any American high school and find most students dressed in trendy sneakers and jeans, a good representation of the hidden discourse of class since these same students originate from different social and economic backgrounds. This course interrogates American class—how is it defined? Who gets to define it? How is it represented in written and spoken discourse? What are its costs and hidden injuries? How does class shape and predict? What is the connection between race, ethnicity, and class? What is the language of class? Students think, read, and write analytically about their own experiences as well as develop critical interpretations about the cultural discourse of class. (Salibraci, offered alternate years)

Typical readings: Terkel, Division Street America; Rubin, Worlds of Pain; Fussell, A Guide Through the American Status System; Burke, The Conundrum of Class; Weis, Working Class Without Work; Zandy (ed.), Liberating Memory: Our Work and Working Class Consciousness; and literary works by Sinclair Lewis, Tillie Olsen, Alice Walker, and Gloria Anzaldua

300 Writers World of Discourse: Issues and Practice of American Journalism This course introduces print journalism. It focuses on the basics of reporting and feature writing (business, sports, local government, and the law). Participants should expect to produce several pages of accurate, detailed, and well-written copy a week and be prepared for extensive and numerous revisions. Students also work on typography and layout. As the major project for the semester, students in teams write, edit, design, and typeset a newspaper. There is a fee for this course. (Repeatable) (Forbes, offered alternate years)
301 Writers World of Discourse: The Discourses of Rape in Contemporary Culture
An examination of the many ways our culture talks about rape, from political rape to date rape; the changing definitions of rape; rape as metaphor; and the social, political, and ethical implications of such discourses. How does the news media cover rape? How does the entertainment industry portray rape? Issues of power and powerlessness, victims and victimization, and privacy and the public good emerge. (Forbes, offered alternate years)

Typical readings: Brownmiller, Against Our Will; Roiphe, The Morning After; Sex, Fear and Feminism on campus; Raini, After Silence; short stories by Atwood; novels by Morrison and Irving; Thornhill and Palmer, A Natural History of Rape

302 Secrecy and Security: Rhetoric, Theory, Practice
This course examines government secrecy and security discourse as responses to current political events including Sept. 11, 2001, the war in Iraq, and the articulation of international policy in the post-Cold War world. The course looks in particular at the rhetorical dimensions of government secrecy—the ways it is explained, rationalized, and argued. The readings include general philosophical and sociological approaches to secrecy, as well as case-studies, critiques and polemics. Students are encouraged to integrate theoretical approaches with concrete examples, and they are expected to develop their abilities to express complex ideas in writing. (Senders)

303 The Art and the Business of Ideas: Introduction to Publishing
This course focuses on the principles and practices of magazine and book publishing. It explores the way rhetoric functions in publishing and how “gatekeeping” functions in this industry of ideas and cultural influence: who decides what and who gets heard. The issues of gender, race, and class are central. Students study general interest and special interest magazine publishing; general trade book, academic or special interest book publishing; and the history of American publishing from the colonial era. Participants keep a reading journal; write several critical essays about the major issues in magazine and book publishing today; and complete a major semester-long project, individually or in teams (for instance, editing a book-length manuscript or producing a magazine). Two fieldtrips are planned: a local trip to visit a printer, a trip to New York City to visit a book and a magazine publisher. There is a fee for this course. (Forbes, Fall, offered alternate years)

Typical readings: Batholomae and Petrosky, The Magazine From Cover to Cover: Inside a Dynamic Industry; The Chicago Manual of Style; Greco, The Book Publishing Industry

304 Hidden Writing: Journals, Diaries, and Notebooks as Creative Discourse
Creative ideas for writers often begin with jottings that remain out of sight when final artistic creations are unveiled. Journals, diaries, and notebooks are usually private but normally pivotal to the creative process. This course explores the connection between private and public texts and the value of private writing as a creative activity. How does the language of privacy prefigure or help shape public creations? Can private writing be considered an art form? Students investigate such questions while examining private writings of published authors. They also engage in their own hidden writing, making connections between their experiences, authors studied, and the discourse of hidden writing. (Salibraci, offered alternate years)

Typical readings: Dresher and Munoz (eds.), Darkness and Light: Private Writing as an Art: An Anthology of Contemporary Journals, Diaries, and Notebooks; Johnson, The Hidden Writer: Diaries and the Creative Life; Ghiselin (ed.), The Creative Process; and hidden writings of such authors as Franz Kafka, Virginia Woolf, Anais Nin, and Sylvia Plath

305 Writing Colleagues Seminar: The Teaching of Writing and Reading
This intensive course is designed for students who would like to work in the Writing Colleagues program, or study the current theories of the teaching of writing and reading at the college level. Students investigate the theories of writing as a process and the ways that reading is a critical and interdependent part of that process; engage in frequent critical reading, writing, and discussion; and, under the supervision of the instructor, work with at least one student during a five-week practicum to help her or him improve critical reading and writing abilities. In addition, students solidify and hone their grammatical skills. Prerequisites: Must be completing sophomore year although exceptional first-years are accepted; submission of portfolio; interview; and faculty recommendation. (Forbes, Salibrici, offered each semester)

Typical readings: Batholomae and Petsky eds., Ways of Reading: An Anthology for Writers; Vaccia and Vaccia, Content Area Reading; Straub and Lunsford, eds., 12 Readers Reading: Responding to College Student Writing.

312 Power and Persuasion: Readings in Rhetoric, Ancient to Modern
In this course, students read and respond to texts of rhetorical theory, practice the art of detailed rhetorical analysis, and apply rhetorical theory to their own persuasive texts. They also focus on political
rhetoric as exemplified in representative great 20th-century speeches. Students study and give traditional kinds of speeches, including deliberative, judicial, and ceremonial. (Salibrici, offered alternate years)

Typical readings: Plato, Phaedrus; Aristotle, Art of Rhetoric; Cicero, De Oratore; Augustine, On Christian Doctrine; Virginia Woolf, Monique Wittig, Cornel West, and speeches by Franklin Roosevelt, Martin Luther King, Robert Kennedy, Ronald Reagan, Geraldine Ferraro, among others.

322 Adolescent Literature This course, run as a workshop and compliment to EDUC 320 Children’s Literature, considers contemporary works that represent the main forms of literature for early and late adolescence: science fiction, fantasy, realistic and “problems” novels, and historical novels. Students write young adult fiction, as well as read and discuss young adult novels—their rhetoric, style, and issues. Participants form reading partnerships with local middle and high school students to discuss the books they are reading and the stories they are writing. There is a lab with this course. (Forbes, Salibrici, offered alternate years)


351 Writing in the Natural and Social Sciences This course is designed for students interested in writing about science, particularly environmental science. Students write weekly articles or essays, read and discuss articles by major science writers, and read and discuss each other’s articles in a workshop. (Offered alternate years)

Typical readings: Gould, McPhee, Angier, Hubbell, Heath, Sacks, Thomas; a subscription to the New York Times is required.

352 Writing in the Professional Workplace Preparing students for the principles and practices of professional writing in nonacademic settings is the focus of this course. It explores the way rhetoric functions in professional cultures and, more broadly, within a high-tech “information society.” Issues of gender relations and multiculturalism in the workplace are also addressed. Students investigate, read, and write about professional writing, as well as practice its numerous forms, including (but not limited to) job application materials, letters and memos, reports and proposals, oral presentations, and electronic communications. (Salibrici, offered alternate years)

WRITING COLLEAGUES PROGRAM

Mary M. Salibrici, Writing and Rhetoric, Director

The Writing Colleagues program combines practical experience working with students to improve their reading and writing, not as a tutor but as a trained reader, with intellectual inquiry into the social, cultural, psychological, and cognitive processes of language. A student first applies to the Writing Colleagues program by contacting the program director. Once accepted as a candidate colleague, the student enrolls in the Writing Colleagues seminar and, by earning a B or better, becomes a Writing Colleague. The colleague is then qualified to work with professors in a series of field placements, associated with courses the professor is teaching. Completion of the Writing Colleagues program is valuable preparation for work in teaching, law, journalism, public policy, advertising/ marketing, public relations, and publishing. The Writing Colleagues program offers both a disciplinary and an interdisciplinary minor. Students who major in Writing and Rhetoric and minor in the Writing Colleagues program must have a second minor.

REQUIREMENTS FOR THE MINOR
disciplinary, 6 courses
WRRH 305 Writing Colleagues Seminar; two field placements, one of which must be a first-year seminar; three courses from the Writing Colleagues core or any of the electives.

REQUIREMENTS FOR THE MINOR
interdisciplinary, 6 courses
WRRH 305 Writing Colleagues Seminar; two field placements, one of which must be a first-year seminar; one course from the social sciences and natural sciences electives group; two additional courses from the Writing Colleagues core courses or any of the electives.

CORE COURSES
MDSC 321 Grand Illusions: Press and Political Spectacle
WRRH 201 Grammar and Style
WRRH 202 Going Places
WRRH 220 Breadwinners and Losers: The Rhetoric of Work
WRRH 221 He Says, She Says: Language and Gender
WRRH 224 Writing and the Culture of Reading
WRRH 250 Talk and Text: Introduction to Discourse Analysis
WRRH 252 An Anatomy of Class
WRRH 251 Black Talk/White Talk
WRRH 300 Writers World of Discourse: Journalism
WRRH 301 Discourse of Rape
WRRH 302 Secrets and Security
WRRH 303 World of Publishing
WRRH 304 Hidden Writing
WRRH 305 Writing Colleagues Seminar
WRRH 312 Power and Persuasion: Readings in Rhetoric, Ancient to Modern
WRRH 322 Adolescent Literature
WRRH 352 Writing in the Professional Workplace
WRRH 351 Writing in the Natural and Social Sciences
WRRH 420 Writers Guild

ELECTIVES
Humanities
AMST 101 American I, Eye, Aye
ART 211 Feminism in the Arts
ART 212 Women Make Movies
EDUC 202 Human Growth and Development
EDUC 321 Language, Experience and Schooling
EDUC 333 Literacy
EDUC 334 Science and Cognition
EDUC 343 Special Populations in Texts
ENG 310 Creative Non-Fiction Workshop
ENG 354 Forms of Memoir
PHIL 120 Critical Thinking and Argumentative Writing
PHIL 190 Facts and Values
PHIL 260 Mind and Language
PHIL 380 Experience and Consciousness
REL 103 Journeys and Stories
REL 258 The Qu’ran and the Bible
REL 402 Conflict of Interpretations
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<td>Intercultural Communication</td>
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<td>ANTH 370</td>
<td>Life Histories</td>
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<td>POL 270</td>
<td>African-American Political Thought</td>
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<td>POL 375</td>
<td>Feminist Legal Theory</td>
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<td>PSY 203</td>
<td>Introduction to Child Psychology and</td>
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