FIRST-YEAR SEMINARS
Each fall every first-year student participates in a First-Year Seminar, offered by a faculty member in his or her field of expertise. The seminar topics offered each year vary, as do the faculty members teaching these courses. Examples of First-Year Seminar courses include the following:

008 Epidemics and the Promise of Biotechnology With each frightening new outbreak, such as SARS and Ebola, scientists warn that we are long overdue for a worldwide epidemic that will prove more deadly than the influenza epidemic of 1918 and the current AIDS epidemic. The influenza epidemic of 1918 killed between 20 and 40 million people; half the American casualties in Europe were from the flu, not combat. Most viciously, the 1918 flu killed fast; there are many accounts of people dying within 24 hours of getting sick. By comparison, SARS was far more deadly. The 1918 flu had a mortality rate of 2.5 percent, while the mortality from SARS is between 7 and 20 percent. Certainly the early and rather infectious flu this past winter had doctors and scientists bracing for another deadly epidemic. But other scientists believe that we now have tools to combat epidemics and that it is likely that be able to contain another global outbreak. Biotechnology provides scientists with a tremendous tool to combat diseases. But will biotechnology be enough to fight epidemics? This course explores the scientific, social, historical and moral issues surrounding control of epidemics. (Carle)


016 Art into Life The project in this course is to make an art exhibition. In this unusual exhibition, titled “Do It,” students make the art for the exhibition using a “Do It Yourself" home instruction manual and exhibition kit compiled by artists from the United States, Europe, Asia and South America. The instructions simply establish a framework and a site (either gallery or home) in which the artworks can be made. In the selection and execution of the artworks, students exercise their interpretative skills; for, like a musical composition, each version of a work in “Do It” is meant to be a unique realization of the instructions. At the end of the course the students publish a catalogue, host an opening of the exhibition, and invite the Colleges community to view their work. (Isaak)

Typical readings: Altshuler, The Avant-Garde in Exhibition: New Art in the Twentieth Century; Laar and Diepeveen, Active Sights: Art as Social Interaction; The Spirit of Art as Activism; Barrett, Criticizing Art: Understanding the Contemporary

017 Separate Realities Death, dreams, desire and the workings of chance: in this course students explore the use of the aesthetic image to delve into these dimensions of reality usually out of reach to our waking consciousness. Against a theoretical background that draws from anthropological, psychoanalytic, linguistic and aesthetic sources, the journey begins with tales from antiquity, passes through the imagistic thinking of pre-scientific Renaissance physics and cosmology, to arrive at two main artistic movements of the 20th century: surrealism (its genesis in France and its development as an international movement) and magic realism (as developed mainly in Latin
America in the last few decades). Students reflect on a great variety of images from these diverse sources and media (painting, literature, cinema) while analyzing their power to reveal multiple levels of experience. Along with a number of written assignments, the course also requires a multimedia computer project. (Patiewonsky-Conde)

Typical readings: Freid, Dreams in Folklore, The Themes of the Three Caskets, Belief In Chance and Superstition; Jung, The Soul and Death, Dream Symbolism in Relation to Alchemy; Buchowski, The Controversy Concerning The Rationality of Magic; Apuleius, The Story of Psyche and Love; tales from Ovid's Metamorphoses and Boccaccio's Decameron; Breton, Manifestoes of Surrealism; paintings by Ernst, Magritte, Picasso, Dali, Miro; poetry by Eliard, Aragon, Desnos, Lorca, Neruda; stories by Bombal, Borges, Cortazar, and novels by Rulfo and Fuentes

018 Genocide and the Modern Age The 20th century can aptly be described as the “Age of Genocide”—a century in which mass murder and mass death marked the convergence of modern organization, modern technology and human propensities for violence and indifference to violence. Students in this course examine the history of genocide and its impact on culture, politics and religion. (Salter)

Typical readings: Wiesel, Night; Hirsch, Genocide and the Politics of Memory; Camus, The Plague; Goureivitch, Stories from Rwanda; Homer, The Iliad; Dobkowski, Genocide and the Modern Age; Chang, The Rape of Nanking; Balakian, Sad Days of Light; and films and other media.

026 The Talking Beast Anthropomorphic narratives, which feature animals with human-like attributes as characters, are routinely read from early childhood onward, both independently and as part of school curricula. So why are we so fascinated with this type of writing? What is it about “getting inside” the animal mind and world which attracts us over and over again? Students in this course read many examples of this type of fiction in an attempt to answer these questions. The emphasis is on determining how authors create a believable main character, a surrounding world and society, and issues in the animals’ lives which move us as readers. (Galloway)

Typical readings: Richard Adams, Watership Down; E.B. White, Charlotte’s Web; Dodie Smith, The Hundred and One Dalmatians; Georgii Vladimov, Faithful Ruslan; George Orwell, Animal Farm; Anna Sewell, Black Beauty

028 The Ghost in the Machine This course explores through Western culture the question of what it means to be human. Since Copernicus in the Renaissance recognized that the earth circles the sun and isn’t the center of the universe; since Darwin recognized that Homo sapiens is just one evolving species among many; since Freud showed that we are not just who we seem to ourselves, the status and nature of the human has been contested and reenvisioned. Is “the human” an essential concept or a constructed one? Is, for example, what makes us human a matter of mind or consciousness? Does the human lie in our capacity for language or dance or tool-using? Does it lie in behavior or individuality or social order? To explore this fundamental question, students examine the boundaries of the human: where the human meets the inhuman, where it meets the more than human, where it meets the natural and where it meets the mechanistic. Each of these boundaries is still turbulently being pushed and tested today. (Weiss, Pickett, Crenner, and Bernes)

Typical readings: Levi, Survival in Auschwitz; Palahniuk, Fight Club; Asimov, The Final Question; Spielberg, AI; Faulkner, The Bear; Rymer, Genie: an Abused Child’s Flight from Silence; Shakespeare, The Tempest; Dostoevsky, The Grand Inquisitor

029 Why Aren’t All Countries Rich? Why are some (mainly Western) countries so rich and others (mainly Third World) so poor? Neither the “they are corrupt/lazy/ignorant” nor the “Western colonialists stole all their wealth” stories provide an adequate answer to this question. The most important factor appears to be a country’s socio-economic system. Since the only examples of successful ‘rich’ societies we have are capitalist ones, capitalism appears to be the ‘winning’ socio-economic system. This course examines the major issues involved in the transition from agricultural to rich societies, why capitalist societies appear to be the only ones to have made this transition and why alternatives to self-interest as a way to organize a successful economy have failed. (Khan)

Typical readings: Basu, The Economics of Child Labor; Bucholz, New Ideas From Dead Economists; Kuran, Islamic Economics and the Islamic Subeconomy; Landes, Why Are We So Rich and They So Poor?; Olson, Why Some Nations Are Rich and Others Poor; O’Rourke, Eat the Rich; Singer, One World: The Ethics of Globalization
031 Media and Meaning: Painting, Photography, Documentary Film, and the Internet The question of how works of art and products of culture are meaningful is a complex one. Most of us have felt deeply moved, in ways that are often hard to articulate, by works of art. But why, and how? Is the meaning of art in the hands of the artist, a matter of personal expression? Is meaning, like some say of beauty, in the eye of the beholder? Is meaning a matter of cultural relativity, a question of uncovering biases and assumptions? Or is meaning perhaps determined by the material form used to embody an idea or feeling? Through the study of painting, photography, documentary film, and the internet, this course examines various ways of thinking about meaning. In addition to reading, writing, and discussion, creative projects help illuminate the mysteries of expression, reception, and the yearning for meaning. (Ruth)

Typical readings: Berger, Ways of Seeing; Sturken and Cartwright, Practices of Looking; Hall, Representation; Barthes, The Responsibility of Forms

033 Who Rules: Traditional and Contemporary Government in Islam The first Islamic state was established 1,427 years ago. The Prophet served as the head of the state and there was no separation between politics and religion. What was that society like? Can that state of affairs apply to current times? Does Islam proclaim the inseparability of religion and politics? Is there a consensus about that? What do the philosophers of the past and the more contemporary politicians, sociologists, and theologians say about that? Students compare the early model of Islamic government with current Muslim states (such as Iran, Turkey, Sudan) and other forms of government, such as that of the United States, through case studies and films. (Davary)

Typical readings: Brown, Religion and State: The Muslim Approach to Politics; Burke and Lapidus, Islam, Politics and Social Movements; Rosen, The Justice of Islam; Nasr, Islamic Leviathan; Ahmed, Border Passage: From Cairo to America, A Woman’s Journey; Khatami, Hope and Challenge

034 The Analytical Methods of Sherlock Holmes In this course, the novels and short stories written by Sir Arthur Conan Doyle are used as a guide for the development of scientific skills of observation, hypothesis testing, deduction, and reporting. Students examine the detective Sherlock Holmes, who was really a scientist at heart, and read several Sherlock Holmes stories to understand and reproduce his methodology. Students analyze a variety of Doyle’s detective stories, take some local field trips to practice powers of observation in natural settings, reproduce several of Holmes’ analytical techniques as group experiments in geology and chemistry labs on campus, and visit a crime lab. Holmes’ analytical methods and Watson’s flair for reporting are used as models for writing. By the end of the semester, students write their own Sherlock Holmes story in Doyle’s style illustrating the scientific method and set in the Finger Lakes region. (Curtin)

Typical readings include: Doyle, Sir Arthur Conan, The Complete Sherlock Holmes, Hacker, D., Rules for Writers; McPhee, J., “The Gravel Page” in Irons in the Fire

035 The Souls of Scientists: Scientists as Writers, Artists, Musicians, and Politicians Scientists are geeks. Our image of them is as ‘nerds’ walking through life with pocket protectors in their shirt pocket or a slide rule hanging from their belt. They repair their glasses with duct-tape and rarely comb their hair – if they still have any. They work in messy labs with noxious fumes, elaborate glass apparatus containing colorful boiling fluids. They fill blackboards with complex chemical or mathematical formulas, peer through microscopes or telescopes, solder on micro circuit boards; i.e. they appear to be in a world entirely unto themselves. Who would believe that some of these very same characters have been authors of best-selling fiction and non-fiction, playwrights and poets, composers and accomplished musicians, fine artists and sculptors, politicians, or even thieves and murderers. The goal of this seminar is to delve into several of these scenarios, become exposed to the contributions that scientists have made to the arts, literature, and the culture of their time. Students read their books, examine their art, listen to their music, see their plays, and learn about their lives, loves, and tribulations. (Zelkin)

Typical readings: Djerrasi, Cantor’s Dilemma, The Boarback Gambit; Djerrasi and Hoffmann, Oxygen; Frayn, Copenhagen; Aubrn, Proof: The Play; Sacks, Uncle Tungsten: Memories of a Chemical Boyhood; Cobb, Magic, Mayhem and Mavericks; Levi, The Periodic Table

037 Theatre Games and Improvisation Workshop As an introduction to theatre arts, this workshop focuses on the development of the actor’s natural and authentic responses to his or her fellow actors through the playing of theatre games. The game is a natural form
that encourages individual involvement through cooperation with others to achieve a collective goal. In this workshop, participants develop skills through direct involvement with each other and with the problem-solving process that is required for the playing of theatre games. The only necessity is an open mind and an interest in exploring the power of intuition as a spontaneous and effective tool for experiencing personal creativity.

Typical readings: Hyde, The Gift, Imagination and the Erotic Life of Property; Ackerman, A Natural History of the Senses; Artaud, The Theatre and Its Double; Saint Denis, The Rediscovery of Style; various articles and essays. (Dannenfelser)

038 Class and Gender through the Lens of Mozart’s DaPonte Operas As a genre, 18th-century Italian opera buffa depended for its dramatic effect on a reversal of the customary expectations of class and gender stereotypes held by members of the middle-class. Nowhere is this reversal clearer and more effectively used than in the three comic operas composed by Mozart for Vienna in the 1780s on texts supplied by the librettist Lorenzo da Ponte. Thus, study of these delightful works provides insight into attitudes about what was considered proper behavior for men and women among the three separate classes of Viennese society (laded aristocracy, professional middle class, and menial domestic servants). Many of those attitudes and expectations still may be found embedded in current European and American societies. This seminar uses the scenarios and the verbal and musical texts as a basis for considering issues of class and gender, then and now. (Myers)

Typical readings: Scores and librettos for Mozart’s Marriage of Figaro, Thus do they All, and Don Giovanni; Beaumarchais, The Barber of Seville and The Marriage of Figaro; Steptoe, Mozart’s DaPonte Operas; Rousseau, The Social Contract; excerpts on 18th century class and gender

039 From Feminism to Funk: Culture and Politics of the 1970s This course takes as its starting point the thesis that much of what we think of as characteristic of contemporary America, from technology to terrorism, finds its root in the decade of the 1970s. Drawing on contextual readings by a range of historians, students examine writing and cultural objects of the era to consider the validity of this thesis. Texts include novels, essays, political speeches, photographs, music, visual art and film. (Conroy-Goldman)

Typical readings: Schulman, The Seventies: The Great Shift in American Culture, Society, and Politics; Frum, How We Got Here: the 70s; Brownmiller, Memoir of a Revolution; Levin, The Stepford Wives; Didion, The White Album; movies, albums

041 Science and Public Policy What role does science play in the development of public policy? What role should it play? These are the questions students address as they analyze the content and impact of science in policy debates related to human health, energy, biotechnology, and the environment. In some cases, advances in science and technology themselves create a need for new policies, as in human cloning. In other cases, science is called upon to inform a debate, such as setting national standards for water and air quality. In this seminar, students examine the ways scientific information and the process of science are portrayed in these debates and evaluate the objectivity of scientific knowledge being used. (Newell)

Typical readings: Sarewitz, Frontiers of Illusion: Science, Technology, and the Politics of Progress; Miller, Changing the Atmosphere: Expert Knowledge and Environmental Governance; Bonnicksen, Crafting a Cloning Policy: from Dolly to Stem Cells; articles from the popular press, including The New York Times

053 Migrant Experiences Current debates on migrants largely focus on the social, political, and economic problems that apparently this social group creates in their adopted countries—usually the Western World. Such thinking rarely focuses on the particular experiences of migrants, the motivations for migrating in the first instance and their experiences of living in host countries. The purpose of this seminar is to explore the “other” side of the picture in order to understand the personal, spatial, social, political and economic complexities that migrants grapple with in their home and adopted countries—whether their migration is temporary or permanent. (Ruwanpura)

104 Lost in Translation: Memory in Exile In the wake of post colonialism, and in the context of globalization, a web of transnational communities has emerged in the world. These new migrations have transformed national literatures. In this seminar students focus on the work of writers from the Diaspora —writers who live outside their countries and in the memory of their native languages, religions and cultures, while forging new identities abroad. Through the works of African, Caribbean, and Vietnamese Diaspora writers, students question notions of authenticity and alienation. What strategies do these writers devise to relocate themselves in new imaginary or physical spaces? How do they capture the pressures, the challenges, and the experiences shaping their migrant communities? In what ways, do they negotiate their pluralistic identities while they live in states of displacement, wandering, remembrance, and are confronted to prejudice? How do their writings reconfigure national literary paradigms? These are among the many issues discussed in this seminar. The main objective is to understand how patterns of memory, exile, and identity affect and operate in the fictional works of these writers. (Dahouda, Etienne)

Typical readings include: Kien Nguyen, The Unwanted; Le Thi Diem Thuy, The Gangster We are all Looking for; Truong, The Book of Salt; Danticat, Krik? Krik!; Youngblood, Black Girl in Paris; essays by Edward Said, Amin Maalouf and Brent Hayes

107 The Culture of Respect Every community of human beings, every society around the world, is faced with the challenge of creating a culture where all individuals are respected independently of their differences. This course studies both the differences and the common bonds that connect human beings to one another. Issues of gender, race, class, religion, and sexuality, among others, are studied historically and from multicultural perspectives. By studying the dynamics of oppression that result from unequal access to power, money, information and education, and by listening to experiences and stories of hope, students develop tools to create a society in which all voices are heard. A theoretical framework for a deeper understanding of the dynamics of human oppression is provided. Yet, this course goes beyond theory to practice. In this light, the class is team-taught by faculty and students. (Canizares, Molina)

Typical readings: Andersen and Hill Collins, Race, Class and Gender: An Anthology; Acosta-Belen and Sjostrom, The Hispanic

110 Education, Justice and Happiness, Plato's Republic Worried about injustice and misery in a society that had executed his great teacher, Socrates, for “corrupting” youthful minds, Plato addressed the question of how people can live in a way that leads to social justice and personal happiness. His concerns inspired him to investigate many topics that remain important today: education, the equality of the sexes, democracy and tyranny, psychological health, class divisions, censorship and the nature of art, and the nature of knowledge. Plato believed the use of human reason is essential to achieving justice and happiness. Because acting rationally requires some foundation of knowledge, however, he needed to consider how we can acquire the appropriate knowledge and how we can verify that the things we “know” are true, and not mistakes or illusions. Plato’s responses to these questions are so powerful and provocative that they continue to be debated, after 2,400 years, as elements of our understanding of the world. This course explores Plato’s ideas in the context of his time, always keeping in mind their relevance to our lives today. (Baer, Spates)

119 Under the Spell This seminar explores the aesthetic appreciation of the natural environment as the source of inspiration for some of the world’s greatest literature, poetry, mythology and dance forms. After listening to the “call of the wild” in primitive as well as technological societies like our own, students come to understand how intensely the human imagination has followed the course of the stars and the rush of leaves, rivers and birds in carving out its religions, its habitats and its emotional dispositions. (Flynn)

Typical readings: Lucretius, The Nature of Things; Ovid, Metamaphorphes; Malouf, An Imaginary Life; Ackerman, A Natural History of the Senses; Whitman, Song of Myself; Gaard, Ecofeminism and Wilderness; film From the Heart of the World: The Elder Brothers’ Warning”

121 I Consume, Therefore I Am The course explores the multiple roles that consumption plays in modern industrial society. Included is the role of consumption in the health of our economy. Students analyze the role of consumption our system of social stratification and status. The creation of identity through consumption and its
consequences is assessed. The role of mass media in promoting consumption is explored. Shopping as a social activity is critically examined. The consumer movement, simple living movement, and downsizing alternatives to consumer culture is examined. Finally, the role of consumption in a critically examined life is discussed. (Waller)

Typical readings: Schor, The Overspent American; Veblen, The Theory of the Leisure Class; Vonnegut, God Bless You Mister Rosewater; Golman, Reading Ads Socially; The Consumer Society Reader, Schor & Holt.

135 The Question of Human Progress The idea that improvement is “natural” has been fundamental to recent Western civilization. Even when confronted with powerful contradictory evidence, such as the Holocaust experience or ecological destruction, many 21st-century Americans continue to believe that the cosmos and human history move in an ultimately progressive way – that the future is vague, and may have difficulties, yet in the long run it will always somehow be automatically benign. This course examines the history of this very uncommon idea, explores constraints upon it, and attempts to identify steps which might plausibly be considered to be examples of progress, and will try to do them. (McNally)

Typical readings: Genesis; Voltaire, Candide; Locke, Second Treatise; Darwin, The Descent of Man; T.H. Huxley, Evolution and Ethics; Zomiatin, We; Heilbroner, Visions of the Future; Singer, One World; Piercy, Woman on the Edge of Time

138 Reverberations of Scientific Revolutions Scientific discoveries have wrought epochal changes in human society throughout history. These happen not only through technological innovations, but also through radical modifications that science has forced humans to make regarding intellectual perspectives on fundamental truths. Oftentimes, scientific discoveries have clashed with traditional beliefs and superstitions, provoking revolutionary shifts in human thought. This course comprises a survey of the reciprocal influences driving the historical developments of science and society, and critically examines the influences of ancient Greek and Roman philosophies, ancient versus modern cosmologies, the impact of the printing press and the technological revolution, evolution and genetics, relativity and quantum mechanics, and the concepts of “space” and “time.” (Faux)

Typical readings: Excerpts from Euclid’s Elements; Aphorisms of Epicurus; Newton’s Principia.; Darwin’s On the Evolution of Species; Einstein’s What is relativity; Watson’s The Double Helix

143 Music of the Harlem Renaissance: Jazz, Blues, and Spirituals This seminar studies the role of jazz, blues, spiritual and gospel music in the Harlem Renaissance (1920-1935). The Renaissance was an effort, primarily through the arts, to secure economic, social and cultural equality for African-Americans. The movement encouraged the aristocratic adaptation of folk materials in the creation of “high art,” with the purpose of replacing existing values with their newly formulated ones. While treated in the past primarily as a literary movement, we now understand that music’s role was much more basic and important to the movement, a conclusion supported both by comments of the black leadership and by the central role of music in the Renaissance’s philosophy and practice. (D’Angelo)

Typical readings: Ellington, Music is My Mistress; Handy, Father of the Blues; Lewis, When Harlem was in Vogue; Locke, The Negro and His Music; Vance, Fats Waller: His Life and Times; Floyd (ed.) Black Music in the Harlem Renaissance: A Collection of Essays; plus selected recordings and videos

147 Africa: Myths and Realities Africa is probably the least understood continent by Americans. As a result, there are many myths and misconceptions about the people and the countries of this vast continent. This course examines the reality of Africa from many viewpoints: its geography, environment, demographics, and history; its social, economic, and political structures; and its art, music, and literature. Students also examine contemporary issues in South Africa, Nigeria, Senegal, Rwanda and elsewhere. Among the course’s varied experiences are guest lectures, films, and readings. (Joseph, Pinto, McCorkle)

Typical readings: Gordon and Gordon (eds.), Understanding Contemporary Africa; works by Achebe, Emcheta, Fanon, and Mandela

153 Nutrition: Issues and Controversies Nutrition is a rapidly growing field with many important and controversial issues: How are diet and disease related? What are the links between nutrition and weight control? What impact can nutrition have on sports performance? Print and electronic media are filled with information on these and other nutrition-related questions, but how can one assess this information? In this course students attempt to differentiate between pseudo-
scientific information on nutrition and information based upon valid scientific research. Where possible, they match Web sites making nutrition-related claims with in-depth readings. A major goal is the assessment of opposing viewpoints using both scientific standards and personal beliefs and values. In the process, students practice the skills of information retrieval, reading, writing, critical thinking, explanation, and persuasion.

(Kerlan)

Typical readings: Forsythe, Nutrition and You with Readings; Nestle and Dixon, Taking Sides: Clashing Views on Controversial Issues in Food and Nutrition; FoodWise Dietary Analysis Software

158 Birth and Fortune How does the happenstance of birth mark the lives of men and women born into common or different historical eras and social situations? How does one's age at the time of critical life and historical events influence the experience of those events? This seminar examines the relation between historical and personal time and the ways in which historical events and times mark the lives of individuals. What are the impacts of war or of economic depression? What accounted for the Baby Boom of the 1950s, or the emergence of women as economic and political actors in the 1960s and 1970s? What is the meaning of a “generation”? Participants read in the fields of history, sociology, demography, anthropology, psychology, and literature, and undertake independent research utilizing life history methodologies. (Bennett)
Typical readings: Easterlin, Birth and Fortune; Elder, Children of the Great Depression; Mannheim on the concept of political generation; Ryder on the concept of birth cohorts; Friedan, The Feminine Mystique

166 Truth and Reconciliation In this course students consider two examples of societies that have attempted to deal with a past history of racial oppression. One is South Africa, and the other is the American South, with a focus on Mississippi during the civil rights years. By 1990, the system of apartheid had begun to crumble in South Africa. With the election of Nelson Mandela and the framing of a new constitution, the South African government created a Truth and Reconciliation Commission to try to deal with the outrages of the past and attempt an effort at national unity. The work of the Commission both borrowed from and inspired other Truth Commissions around the world. American historian George Fredrickson has researched a comparative history of racial discrimination in South Africa and America in his book Black Liberation. That provides a general framework for this examination of the two societies. Students consider the civil rights movement in America, and the government’s effort to end legal discrimination in this country. They discuss suggestions that have been made to create similar programs of reconciliation and reparations in America. (George)
Typical readings: Dorfman, Death and the Maiden; Moody, Coming of Age in Mississippi; Fredrickson, Black Liberation; Marsh, God’s Long Summer; Tutu, No Future Without Forgiveness; Huie, Three Lives for Mississippi; James and Van De Vijver, After the TRC; Orr, From Biko to Basson

173 Origins of Human Culture This course explores human behavior from three perspectives. How is our behavior controlled by biology? How is our behavior controlled by culture? What is consciousness, and how has it changed over time? The study of biological and cultural evolution provides a context to explore consciousness. Archaeology, for example the study of prehistoric art, offers a window to our cognition in the past. Because these questions strike so close to home, it is dangerously tempting to answer them based on how we “feel.” However, students resist that temptation and, rather, emphasize analysis of the evidence and critical argument. (Bowyer)
Typical readings: Miller, Darwin for Beginners; Leakey, The Origin of Humankind; White, Prehistoric Art; Mithen, The Prehistory of the Mind

188 Anatomy of Voice This course begins with the anatomy of the larynx, which makes the human voice unique with regard to the variations it can impart to audible tone. It moves to metaphor by asking what “voice” is in speaking and writing and how an individual signals his or her own persona, invents characters, or gives shape to ideas and intellectual perspectives. In this way it considers several kinds of “voicing” as it communicates authorial identity, literary persona, gender distinction, political bias, cultural value, or historical era. These modes of language-marking emerge in the study of selected texts from a wide range of times and traditions, as students apply to them Roland Barthes' notion of “writing aloud,” or the capacity of the language text to represent the “pulsional incidents” of the voice of author,
character, gender difference, academic discipline, the spirit of a time, or the wisdom of an age. (Cummings)

Typical readings: Strunk and White, Elements of Style; Plato, Phaedrus; Montaigne, Essays; Selected Sonnets, renaissance to modern; Watson, The Double Helix; Sayre, Rosalind Franklin and DNA; Sartre, The Words; Snyder, Turtle Island

189 Knowledge and the Moral Nature of Experience W.E.B. DuBois tells us that “Through all the sorrow of the Sorrow of Songs there breathes a hope – a faith in the ultimate justice of things (Souls of Black Folks). Texts are used to confront contrasting and complementary points of view from which inferences pertaining to this “ultimate justice” can be drawn. The notion of morality as it evolves in social circumstances is also considered. Students enrolled in this course are expected to perform two hours of community service per week. (Burns)

Typical readings: Chekhov, Gooseberries; Arendt, Eichmann in Jerusalem: The Banality of Evil; Bronowski, Science and Human Values

196 Theories of Masculinity What makes men tick? Men as men have become analytically interesting. Scholars from a variety of disciplines are searching for general explanations of male experience and masculinity as a cultural construct. This seminar discusses several theories of masculinity representing different ideological and methodological perspectives: conservative, mythopoetic, global, and feminist. For each perspective, students read formal and systematic theory and interpret other kinds of texts about masculinity, including contemporary films and popular literature. (Capraro)

Typical readings: Gilder, Men and Marriage; Bly, Iron John; Gilmore, Manhood in the Making; Stoltenberg, Refusing to be a Man

198 Mind and Machine: Natural and Artificial Intelligence In a famous paper just over 50 years ago, Alan Turing asked the question, “Can machines think?” It was the beginning of the field of artificial intelligence. In spite of early predictions that computers would soon display human-level intelligence, computer scientists are still far short of the goal. In the meantime – and partly because of the interest in computer intelligence, a lot has been learned about human intelligence and the physical functioning of the brain. But in this field, too, deep questions remain about the nature of consciousness and the source of emotion and even about the way that people perform such seemingly effortless tasks as recognizing the face of a friend. In this course, students look at the search for computer intelligence, and the difficulties that have been encountered. They discuss philosophical arguments for and against the possibility of such intelligence. And they examine biological intelligence and the relationship between mind and machine. Although the course will deal with computers and the way they work, this is not primarily a technical computer science course. In fact, the main thrust of the course is more philosophical than anything else, with side trips into neuroscience, psychology, and cognitive science, as well as computer science. The big questions are: Can a machine think? What is the nature of human thought? What is the relationship between Man and Machine? (Eck)

Typical readings: Turing, Computing Machinery and Intelligence; Pinker, The Language Instinct; Moravec, Robot; Dreyfus, On the Internet; Sacks, The Man Who Mistook His Wife for a Hat; Johnson, Emergence; Lem, The Cyberiad
210 Russia and the Environment The Soviet Union left a devastating legacy of environmental misuse that Russia still grapples with today. Students consider whether the Soviet model of environmental change is distinctive by looking at the roles played by geography, history, Russian culture, and the Soviet economic and political system. They also consider how the attempted transition to a market-based democratic system has affected the Russian approach to environmental issues. Students look at such cases as the Chernobyl disaster, the desertification of the Aral Sea, the destruction of the Caspian caviar trade and the threat to Lake Baikal. (J. McKinney/Galloway, Fall)

200 Introductory Dialogues in Critical Social Studies We use social and cultural theory in our everyday lives but rarely very consciously. This course investigates ways in which hegemonic “common sense(s)” are constructed and changed, both in society and the academy, and the purposes they serve. The aim is to heighten awareness of personal, practical, and policy implications of social theory, and develop critical responses to it. (Staff, offered alternate years)

210 Perspectives on Latin America An interdisciplinary introduction to the region, also serving as the introductory course in Latin American studies, this course first examines structural characteristics of Latin America such as geography, the interaction of indigenous and European cultures, the economics of mining, and agricultural exports. Second, the course focuses on artistic, literary, economic, and political responses to these characteristics. (S. McKinney/Columbus, offered occasionally)

Typical readings: Weatherford, Indian Givers; Thomsen, Living Poor; Barrios de Chungara, Let Me Speak!; Alvarez, In the Time of the Butterflies

229 Two Cities: NY and Toronto This course provides an in-depth examination of these two cities, the most powerful in their respective countries. Each city is examined historically with special consideration given to sociological and economic issues. The basic idea is to see the city as a living organism by using the case study method. By using films, literature, and most importantly, a required five-day field trip to each city, students come to understand the city as a human construction rather than as an abstract concept. Prerequisite: one of the following:

BIDS 228, one of the core courses in urban studies, ANTH 247 Urban Anthropology, ECON 213 Urban Economics, HIST 264 Modern European City, or permission of one instructor. (Spates/McGuire, Spring)

232 Diversity and Adaptation This course examines the role of diversity and adaptation in the natural sphere and in the human sphere by examining cases such as the Galapagos Islands and Darwin’s reaction to them; adaptation of pre-Columbian cultures such as the Incas to their environment; and present-day indigenous adaptation to encroaching modernity. (S. McKinney/Bowyer; offered alternate years)

Typical readings: Darwin, Voyage of the Beagle; Weiner, The Beak of the Finch; Metraux, The History of the Incas; Kane, Savages

235 The Third World Experience This course is designed to expose students to the cultures, histories, economies, societies and politics of peoples living in Asia, Africa, and Latin America as well as minority groups in the United States. Students are asked to examine, evaluate and appreciate the Third World experience in relation to their own society and history. They are also asked to recognize the impact of Third World people and nations on American and global society. (Frishman/Tareke, Spring)

245 Men and Masculinity This course offers a reinterpretation of men’s lives from the perspectives of history and sociology, informed by pro-feminist men’s studies. We assert that masculinity is problematic—for men and for women—but also, subject to change, since it is socially constructed and historically variable. We focus on men’s lives in American society from the late 19th-century to the present, and explore the varieties of masculinities in the diversity of race, class, ethnicity, and sexuality. This course allows men and women to come to a deeper understanding of men as men, and to re-think the male experience.

The course syllabus includes small-group discussions, guest lecturers, and films. Course requirements typically include three bidisciplinary essays: a biography exploring the problems of masculinity; an analytic of men in groups; and speculation on solutions and social change. (Harris/Capraro, Spring)

Typical readings: Pollack, Real Boys; Filene, Him/Her/Self; Johnson, The Gender Knot; Digby, Men Doing Feminism; Gonzales, Muy Macho; Monette, Becoming a Man; Kimmel, Men Confront Pornography; Coltrane, Family Man
262 Architecture, Morality and Society John Ruskin, among the most influential writers and theorists of the 19th century (and curiously overlooked today), argued that the one art form that everyone had to encounter was architecture. We live in buildings, we work in them, we are influenced by them wherever we are; hence, their importance in each of our lives in social life can hardly be overemphasized. Using Ruskin’s writings as the central axis, this course examines his central role in the development of art criticism, architecture theory and early modern art. In addition, it explores the relations between architecture and society by examining some of his sociological theories. Along the way, students study Gothic architecture, William Morris and his influence on the Arts and Crafts Movement, the Bauhaus, and such modern figures as Frank Lloyd Wright. (Spates/Mathews)

265 Comparative Elites This course examines the history and behavior of elites in the British cultural world, with an emphasis on the United States, Great Britain, and South Africa. As social groups that exist in almost every human society, elites make political and economic decisions and often shape cultural tastes, giving them an authority that is disproportionate to their numbers. This course makes a comparative analysis of the similarities and differences of elites in three nations that represent variations on the British model. Drawing on the insights of history, sociology, anthropology, literature, and other disciplines, students will explore elites’ power, structure, and self-identity. They will ask questions such as: What is an ‘elite’? Who belongs, who doesn’t, and why? How do elites vary over time and from place to place? How do they exercise power and how do they understand themselves and their civic role? Has the development of professional authorities in the modern world dispersed elite power in a democratic direction, as some scholars argue, or has it expanded the scope of administrative and moral elites by extending ‘governmentality’? What is the significance of elites for social stratification, economic development, and race, ethnicity, and gender? How do elites affect family and marriage patterns, social manners, philanthropy, education, and social mobility? How are changing understandings of rank, class, wealth and equality reflected in the cultural realm, especially in the ‘self-help’ literature?

Typical readings: Mills, The Power Elite; Cannadine, The Decline and Fall of the British Aristocracy; Davidoff and Hall, Family Fortunes; Jacob, Capital Elites; Moodie, The Rise of

280 Women’s Narratives of Wealth and Power This course examines two aspects of women and the economy. One is the role of women in the economic order and the other is the role women have played in offering alternative ways to understand the relationship between the economy and the formation of social, political, and individual consciousness. Major economic theories have consistently not included gender as a category for economic analysis. This course begins with the assumption that women have nevertheless developed ways of conceptualizing the economy and its effects on the major institutions affecting women. These alternative visions have been expressed traditionally in women’s novels and by non-traditional women economists. The course approaches the question of women’s economic roles from the perspective of institutional economics, literary criticism, feminist criticism, and rhetorical analysis. No prior knowledge of economic theory is required to enroll. The course is a cognate course for the economics major and is crosslisted with the following program majors: Media and Society, Public Policy, and Women’s Studies. (Waller/Robertson, offered alternate years)

Typical readings: Edith Wharton, Age of Innocence, House of Mirth; Thorstein Veblen, Theory of the Leisure Class; Charlotte Perkins Gilman, Yellow Wallpaper, Women and Economics; Maxine Hong Kingston, Women Warriors; Marilyn Waring, If Women Counted; Joyce Carol Oates, Shopping

295 Alcohol Use and Abuse: Causes and Consequences Alcohol is the most widely used and abused drug in contemporary American society. While attractions, pleasures, and possible benefits of alcohol consumption may be debated, there is little argument about the debilitating effect and enormous costs of heavy drinking and alcoholism on the health of individuals, families, and society in general. This course brings together natural science and social science contributions to the interdisciplinary study of this phenomenon by incorporating a variety of academic perspectives including biology, chemistry, social psychology, epidemiology, and sociology, and by making extensive use of multimedia resources. Students explore the effect of family, genetics, peers, ethnicity, and gender on drinking
behavior along with the chemical properties and physiological effects of alcohol on the human body. Social patterns of drinking in various societal contexts also are examined.

Educational programs are developed to share the course outcomes with the larger community.

BIDS 295 can be applied for course credit in sociology and public policy majors and minors and is part of the American Commitments Program of the Association of American Colleges and Universities. It has been recognized nationally as a model for courses about substance use and abuse. (Perkins/Craig, offered alternate years)

Typical readings: Jung, Under the Influence: Alcohol and Human Behavior; Fingarette, Heavy Drinking; Knapp, A Love Story; Venturelli, Drug Use in America: Social, Cultural, and Political Perspectives; and selections from the research literature

298 The Ballets Russes: Modernism and the Arts In the history of 20th-century music and dance, no one company has had so profound and so far-reaching influence as The Ballets Russes. This course attempts to explore the artistic achievements of The Ballets Russes by studying the choreography, composition, and design of some of its major productions: L’Apres Midi d’un Faun, Petrushka, Firebird, Le Sacre du Printemps, and Les Noces. It investigates the languages of music, dance, and the visual art as separate but connected expressions of cultural aesthetics through their similarities and their differences. Questions raised include: What is the role and nature of the artist within his or her society—mirror of conscience or outcast rebel? What is the importance or function of art itself—a force for social change or an illustration of established values? What does modernism mean in music, dance and the visual arts? (Myers/Williams, Fall)

307 Children in Contexts in a Changing Society That the American family has changed significantly in the last three decades is undisputed; what is less clear are the implications of these changes for American children and by extension for America’s schools. In this course students examine the impact of poverty on children in two key contexts: their families and their schools. Discussions focus on 1) determining how poverty places children at developmental and educational risk, and 2) identifying the processes that may lead to increased risk or increased resilience. Students focus on children’s experience of living in poverty but extrapolate their understandings to other policy areas of concern as well. Prerequisites: PSY 100; PSY 203 or EDUC 202; one education course or participation in the education program. (Sutton/DeMeis, Spring, offered alternate years).

Typical readings: Edin & Lein, Making Ends Meet; The Future of Children; Kozol, Savage Inequalities; Ohanian, One Size Fits Few; reserve journal articles.

311 Writing Movement, Dancing Words: An Analysis of Composition This course explores the connections and distinctions between the processes of written composition and movement composition. Students are not expected to have studied dance as a prerequisite for the course but should have interest in using movement as a form of artistic expression. The course is taught as a series of workshops in which students present movement studies and do writing exercises in class, in addition to outside reading, writing, and choreography. Topics such as body intelligence, creative expression, observation and detail, and grammar are addressed in both disciplines. Once each week, students spend 90 minutes composing and critiquing in a “lab” setting. The course grade is determined by a course portfolio presented at the end of the semester. (Davenport/Forbes, Fall)

Typical readings: Lamott, Bird by Bird; Willard, Telling Time: Angels, Ancestors and Stories, Essays on Writing; Schrader, A Sense of Dance, Exploring Your Movement Potential; Lavender, Dancers Talking Dance, Critical Evaluation in Choreography Class

316 The Anglo Saxons This course provides an interdisciplinary approach to the civilization and social life of the Anglo Saxon and Celtic realms from the end of Roman Britain to the Norman Conquest—a formative period for later British self-conception and an exemplary instance of blending between Germanic, Celtic, and Mediterranean civilizations. Students work from the perspectives of written and visual evidence—literature, sermons, histories, buildings, manuscripts, and monuments. These materials demonstrate that what has been called a “Dark Age” was not so dark after all. The course benefits students studying English, comparative literature, art history, and European studies. (Erussard/Tinkler, Fall, offered occasionally)
Dramatic Worlds of South Asia From street art to street performances, from classical drama to Hindu temple festivals, from Buddhist sand mandalas to family rituals, from local pilgrimages to Islamic communal rites, from storytellers to dancers; there are many opportunities for the student of South Asian cultures and traditions to study the ways in which people create, express and even transform their relation to the spaces they inhabit. Rituals and expressive traditions are central modes through which people affirm their sense of what to value, how to belong, how to rule, and how to affirm a sense of social and cosmological order. In this course, students explore dramatic representations in public and sacred spaces and attempt to decipher their possible meanings. They are pushed to think about the contexts and conditions which impute these performances, cultural practices, and religious traditions with political meaning in South Asia. (Mohan and Bloss, Spring, offered alternate years)

Typical readings: Kirin Narayan, Storytellers, Saints and Scoundrels; Sarachchandra, The Folk Drama of Ceylon; Haberman, Journey Through the Twelve Forests; von Grunebaum, Muhammadan Festivals; Mines and Lamb, Everyday Life in South Asia; Raheja and Gold, Listen to the Heron’s Words; Scott, Domination and the Arts of Resistance; Goffman, Presentation of Self in Everyday Life; Bharucha, The Politics of Cultural Practice: Thinking through Theatre in an Age of Globalization
AESTHETICS

Program Faculty
Rosalind Simson, Philosophy, Coordinator
James Crenner, English and Comparative Literature
Donna Davenport, Dance
Mark Jones, Art

The aesthetics program seeks to help students gain insight into the nature of artistic expression, the role of criticism in the arts, and the place of the arts in society. These are particularly significant issues in the current social climate in which the arts increasingly have been asked to justify themselves as government funding, both for the arts and for public education in the arts, has dwindled.

The program offers an interdisciplinary minor consisting of five courses. Students choose two different arts (studio art, creative writing, film, dance, music, or theatre) and undertake courses that explore studio and theory aspects of each. To be credited toward the minor, all courses must be completed with a grade of C- or better.

REQUIREMENTS FOR THE MINOR
interdisciplinary, 5 courses
Either AEP 335 The Arts and Human Development or PHIL 230 Aesthetics, and two courses in each of two different arts selected by the student. For each art selected, students must complete either: a) one studio course and one theory course, or b) two combined studio and theory courses, or c) one combined studio and theory course and either one studio or one theory course.

ART COURSES

Studio Courses
ART 105 Color and Composition
ART 114 Introduction to Sculpture
ART 115 Three Dimensional Design
ART 125 Introduction to Drawing
ART 203 Representational Painting
ART 204 Abstract Painting
ART 209 Watercolor
ART 215 Sculpture (Modeling)
ART 225 Life Drawing
ART 227 Advanced Drawing
ART 234 Photography
ART 245 Photoscreenprinting
ART 246 Intaglio Printing
ART 248 Woodcut Printing
ART 301 Photography Workshop
ART 305 Painting Workshop
ART 315 Sculpture Workshop
ART 345 Printmaking Workshop

Theory Courses
ART 100 Issues in Art
ART 201 African-American Art
ART 211 Feminism in the Arts
ART 250 20th-Century European Art: Reality Remade
ART 282 American Art of the 20th-Century
ART 440 The Art Museum

CREATIVE WRITING COURSES

Studio Courses
ENG 260 Creative Writing
ENG 305 Poetry Workshop
ENG 309 Fiction Workshop
ENG 310 Creative Non-Fiction Workshop

Theory Courses
ENG 202 Modern Short Story
ENG 210 Modernist American Poetry
ENG 264 Post World War II American Poetry
ENG 291 Introduction to African-American Literature I
ENG 292 Introduction to African-American Literature II
ENG 300 Literary Theory Since Plato
ENG 302 Post-Structuralist Literary Theory
ENG 304 Feminist Literary Theory
ENG 318 Body, Memory, and Representation
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<tr>
<th>Course Code</th>
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<td>ENG 327</td>
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<tr>
<td>ENG 342</td>
<td>Readings in Multi-Ethnic Women’s Literature</td>
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<td>ENG 343</td>
<td>Initiation Literature</td>
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<td>ENG 354</td>
<td>Forms of Memoir</td>
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<td>ENG 381</td>
<td>Sexuality and American Literature</td>
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<td>ENG 388</td>
<td>Writing on the Body</td>
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<tr>
<td><strong>Combined Theory-Studio Course</strong></td>
<td><strong>BIDS 311 Writing Movement, Dancing Words</strong></td>
</tr>
</tbody>
</table>

### DANCE COURSES

#### Studio Courses
- **DAN 140** Dance Ensemble
- **DAN 250** Dance Improvisation
- **DAT** Any full-credit dance technique course or two half-credit technique courses. Consecutive study is not required.

#### Theory Courses
- **DAN 210** Dance History I
- **DAN 212** Dance History II
- **DAN 325** Movement Analysis: Laban Studies
- **DAN 432** Teaching Methods

#### Combined Studio-Theory Courses
- **DAN 105** Introduction to Dance: Theory and Practice
- **DAN 200** Dance Composition I
- **DAN 215** Movement for Athletes: Analysis and Performance
- **DAN 300** Dance Composition II

### MUSIC COURSES

#### Studio Courses
- **MUS 900** Any two private instruction or ensemble courses (900 series) will count as one studio course. Consecutive study not required.

#### Theory Courses
- **MUS 110** Introduction to Music Theory

#### Combined Studio-Theory Courses
- **MUS 120** Tonal Theory and Aural Skills I
- **MUS 121** Tonal Theory and Aural Skills II
- **MUS 231** Tonal and Chromatic Theory
- **MUS 232** Advanced Chromatic Theory and Counterpoint
- **MUS 450** Composition I: Small Forms
- **MUS 450** Composition II: Large Forms

### THEATRE COURSES

#### Studio Courses
- **ENG 178** Acting I
- **ENG 275** Acting II
- **ENG 386** Shakespearean Performance

#### Theory Courses
- **ENG 278** Introduction to Dramatic Literature
- **ENG 357** Theories of Theatre

#### Combined Studio-Theory Courses
- **ENG 307** Playwriting Workshop

### FILM

#### Studio Courses
- **ENG 178** Acting I
- **ENG 275** Acting II
- **ENG 308** Screenwriting I

#### Theory Courses
- **ART 212** Women Make Movies
- **ENG 176** Film Analysis I
- **ENG 230** Film Analysis II
- **ENG 233** The Art of the Screenplay
- **ENG 368** Film and Ideology
- **ENG 370** Hollywood on Hollywood
- **ENG 375** Science Fiction Film
- **ENG 376** New Waves

### AESTHETICS
AFRICANA STUDIES

Coordinating Committee
Marilyn Jiménez, Africana Studies, Coordinator
Biman Basu, English
John Burns, Education
Elena Ciletti, Art
Kanate Dahouda, French and Francophone Studies
Richard G. Dillon, Anthropology
Kevin Dunn, Political Science
Alan Frishman, Economics
Catherine Gallouët, French and Francophone Studies
Jack Harris, Sociology
Cedric Johnson, Political Science
George Joseph, French and Francophone Studies
DeWayne Lucas, Political Science
Dunbar Moodie, Sociology
Thelma Pinto, Africana Studies
Gebru Tareke, History

The Africana studies program enhances the educational development of students by offering courses that reflect the experience of Africa, African-Americans, and the African diaspora.

The program offers an interdisciplinary major in Africana studies and interdisciplinary minors in African studies, Africana studies, and African-American studies.

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

REQUIREMENTS FOR THE MAJOR
interdisciplinary, 10 courses
One 100-level introductory course or BIDS 235 The Third World Experience, eight courses in one of three concentrations (African, African-American, Africana) and a 400-level seminar course. Within the eight courses of the concentration, there must be at least one course exploring each of the following perspectives: historical (H), contemporary (CP), artistic/literary (AL), anthropological (A), and comparative or cross-cultural (C). An independent study may substitute for the seminar if such a course is not offered.

REQUIREMENTS FOR THE MINOR IN AFRICAN STUDIES
interdisciplinary, 5 courses
An introductory course and four courses from the African concentration list. At least three different perspectives (historical, contemporary, artistic/literary, anthropological, and comparative or cross-cultural) must be represented within these four courses. One perspective must be historical, the other two should be chosen in consultation with an adviser in the program.

REQUIREMENT FOR THE MINOR IN AFRICAN-AMERICAN STUDIES
interdisciplinary, 5 courses
An introductory course and four courses from the African-American concentration list. At least three different perspectives (historical, contemporary, artistic/literary, anthropological, and comparative or cross-cultural) must be represented within these four courses. One perspective must be historical, the other two should be chosen in consultation with an adviser in the program.

REQUIREMENTS FOR THE MINOR IN AFRICANA STUDIES
interdisciplinary, 5 courses
An introductory course and four courses from either the African or African-American concentration lists. At least three different perspectives (historical, contemporary, artistic/literary, anthropological, and comparative or cross-cultural) must be represented within these four courses. One perspective must be historical, the other two should be chosen
in consultation with an adviser in the program. Students are encouraged to take as many comparative or cross-cultural courses as their program permits.

CROSSLISTED COURSES

Introductory Courses

ALST 150 Foundations of Africana Studies
BIDS 235 Third World Experience
FSEM 147 Africa: Myths and Reality

African Concentration

ALST 201 South Africa: An Orientation
ALST 214 Senegal: An Orientation (AL)
ALST 216 African Literature II: National Literatures of Africa (AL)
ALST 240 Third World Women’s Texts (CP)
ANTH 290 Pharaohs, Fellahin, and Fantasy (A)
ANTH 296 African Cultures (A)
ANTH 352 Builders and Seekers (A)
FRE 352 Advanced Francophone Topics: Maghreb Literature (AL)
HIST 283 South Africa in Transition (H)
HIST 284 Africa: From Colonialism to Neocolonialism (H)
HIST 285 The Middle East: Roots of Conflict (H)
HIST 288 Seminar: African History
HIST 461 Seminar: War and Peace in the Middle East
SOC 222 Social Change (C)

African-American Concentration

ALST 200 Ghettoscapes (AL, C)
ALST 225 African-American Culture (AL)
ALST 309 Black Cinema (AL, C)
ALST 460 Invisible Man and its Contexts (AL)
ART 201 African-American Art (AL)
EDUC 337 Education and Racial Diversity in the U.S. (C)
ENG 290 African American Autobiography (AL)
ENG 291 Introduction to African-American Literature I (AL)
ENG 292 Introduction to African-American Literature II (AL)
ENG 318 Body, Memory, and Representation (AL)
ENG 342 Readings in Multi-Ethnic Women’s Literature (AL)
FRNE 218 Island Voices: Caribbean Literature in French (AL)
HIST 227 African-American History I (H)
HIST 228 African-American History II: The Modern Era (H)
HIST 306 Civil War and Reconstruction: 1845-1877 (H)
POL 215 Minority Group Politics (C)
POL 270 African-American Political Thought (C)
POLS 333 Civil Rights (C)
POLS 348 Racism and Hatreds (CP)
REL 238 Liberating Theology (C)
REL 239 Rastaman and Christ (C)
SOC 221 Sociology of Minorities (C)
WRRH 251 Black Talk/White Talk (C)

COURSE DESCRIPTIONS

150 Foundations of Africana Studies
This course provides the foundations and context for Africana Studies from an historical and contemporary perspective. It defines the geographical parameters which include the study of Africans on the Continent and in the diaspora (Europe, the Americas and the Caribbean). It also clarifies concepts and correct false perceptions of Africa and Africans, with a focus on inclusiveness and diversity of both the traditional and the modern. This course is multi-disciplinary cross-cultural, taught from an African-centered perspective sensitive to race, gender, and class. Faculty members from the departments of anthropology, economics, French, history, political science and sociology participate as guest lecturers. (Pinto, offered alternate years)

200 Ghettoscapes
More than ever, the ghetto has come to dominate the American imagination. Mainstream media has portrayed the inner city as a place of fear and to be feared. In reaction to this view, many African-American and Latino writers and filmmakers have forged powerful images of community and effort. This course focuses on films and literary texts that take up the imagery of the ghetto and its role in modern American society. In addition, students consider the role of the inner city as the crucible for hip-hop culture, including its international manifestations. (Jiménez, offered alternate years)

Typical readings: Wright, How Bigger Was Born; Petry, The Street; Naylor, The Women of Brewster Place; Brown, Manchild in the Promised Land; Thomas, Down These Mean Streets; Rodriguez, The Boy Without a Flag: Tales of the South Bronx. Films include Hanging in with the Homeboys; Boyz ’n the Hood; Menace II Society; Mi Vida Loca; Crossover Dreams
201 South Africa: An Orientation This course provides an inter-disciplinary introduction to the people, land and culture of South Africa. It is a requirement for students planning to go on the South Africa program. It will be taught from an African-centered and feminist perspective inclusive of the variety and diversity of peoples and cultures. It will include the historical, socio-political, literary and cultural aspects. The cultural component will include music and the arts. Issues of health and safety will be central to the course. (Pinto, Fall, offered alternate years)

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

216 African Literature II: National Literatures of Africa This course is a continuation of African Literature I and focuses on a single national literature from Africa and the ways in which writers and bards work in the context of the postcolonial national society identity. (Joseph, offered in Sénégal)

Typical readings: Poetry of L.S. Senghor; Ousmane Sembene, Harmattan; Aminata Sow Fall, La Grève des Bättus; A. Sadji, Maïmouna; Birago Diop, Contes D’Amadou Coumba; Boubacar Boris Diop, Grand Dakar Usine

225 African-American Culture This course attempts to identify and analyze distinctive elements of African-American culture. It focuses on literature, dance, and film, but also refers to music and visual arts. While it follows the development of African-American culture chronologically, it often returns to key experiences and sees them in light of new experiences or different contexts. (Jiménez, offered alternate years)

Typical readings: Dubois, The Souls of Black Folk; Toomer, Cane; Hurston, Their Eyes Were Watching God; Morrison, Song of Solomon

240 Third World Women’s Texts This course analyzes issues of special importance to Third World women through literary texts. The focus is on the “politics of the body,” and includes discussion of such issues as reproduction, fertility and infertility, self-image and racial identity, and aging. (Pinto, Jiménez, offered alternate years)

Typical readings: Rifaat, Distant View of a Minaret; El Saadawi, Woman at Point Zero; Emcheta, The Bride Price; Edgell, Beka Lamb

309 Black Cinema This course examines films by African, African American, and other African diaspora directors. It focuses on the attempt by different filmmakers to wrest an African/diasporic identity and aesthetic from a medium that has been defined predominantly by American and European models. Students analyze the implicit and explicit attempts to formulate a black aesthetic within film, as well as the general phenomenon of the representation of blacks in film. Directors considered include: Haile Gerima, Ousmane Sembene, Souleymane Cisse, Charles Burnett, Camille Billops, Isaac Julien, Sara Maldoror, Julie Dash, Spike Lee, and others. (Jiménez, offered alternate years)

310 Black Images/White Myths This course is designed to provide basic analytical tools for the study of racial and ethnic images in films, television, and other texts. The focus is on African-American and Latino images in mainstream media as inflected through issues of race/ethnicity, gender, and class. (Jiménez, offered alternate years)

Typical readings: essays by Stuart Hall, Paul Gilroy, bell hooks, and others, plus various films

460 Invisible Man and Its Contexts This course is a seminar focusing on a close reading and analysis of Ralph Ellison’s Invisible Man. Ellison’s novel is a pivotal work in the study of African-American culture because it draws upon many aspects of the African-American experience—history, music, politics, etc., and poses fundamental questions about identity and the nature of American democracy. It also has the distinction of coining one of the enduring tropes of racial discourse— invisibility. Prerequisite: ALST 225, HIST 227, HIST 228, or equivalent. (Jiménez)

Typical readings: Ellison, Invisible Man and Shadow and Act; Sundgust, Cultural Contexts to Ellison’s Invisible Man
Experience of Race

In this seminar students explore all aspects of race as part of the human experience in an attempt to understand why racial categories are so pervasive and enduring in Western thought. How did racial categories arise? Was there a time when Western societies did not think in terms of race or is race a “natural” way of fixing differences? What is the difference between racialized thinking and racism? Has racism ended, as some social thinkers contend? Will we ever stop categorizing people in terms of race? In addition, students examine the differences in how race is experienced in the United States, Latin America and the English-speaking Caribbean. (Jiménez, offered alternate years)

Typical readings: Goldberg, Racist Culture; Fanon, Black Skins/White Masks; Ellison, Invisible Man; Lamming, In the Castle of My Skin

The American studies program interprets American culture from an interdisciplinary point of view that combines critical social science and humanities approaches. The program provides a basis for graduate study in a variety of fields, as well as an excellent background for law, journalism, and other professional careers.

American studies offers an interdisciplinary major and minor. To count toward the major or minor, all courses must be passed with a grade of C- or better.

Requirements for the Major

Interdisciplinary, 12 courses

AMST 100, 101, and 201; two courses from the American studies introductory group; six courses from the American studies advanced group chosen to balance between the humanities and social sciences, five of which must focus on a student-defined topic; and AMST 465.
**REQUIREMENTS FOR THE MINOR**

interdisciplinary, 6 courses

AMST 100 or 101, an introductory course from a field relevant to American Studies and four courses from the introductory or advanced groups, three of which center on a major issue or theme. These should include courses from two different divisions.

### AMERICAN STUDIES COURSES

#### Introductory Courses

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ANTH 110</td>
<td>Introduction to Cultural Anthropology</td>
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<td>ECON 120</td>
<td>Contemporary Issues</td>
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<td>ECON 122</td>
<td>Economics of Caring</td>
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<tr>
<td>HIST 105</td>
<td>Introduction to the American Experience</td>
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<td>POL 110</td>
<td>Introduction to American Politics</td>
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<td>REL 108</td>
<td>Religion and Alienation</td>
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<td>REL 109</td>
<td>Imagining American Religion(s)</td>
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<td>SOC 100</td>
<td>Introduction to Sociology</td>
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#### Advanced Courses

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<td>Culture of Empire</td>
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<td>AMST 310</td>
<td>History of Sexual Minorities in America</td>
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<td>ANTH 220</td>
<td>Sex Roles: A Cross-Cultural Perspective</td>
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<td>ART 230</td>
<td>Beyond Monogamy</td>
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<td>ART 282</td>
<td>African-American Art</td>
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<td>ART 340</td>
<td>American Art of the 20th-Century</td>
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<td>American Architecture to 1900</td>
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<td>Environmental Economics</td>
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<td>ECON 232</td>
<td>U.S. Economy: A Critical Analysis</td>
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<td>ECON 236</td>
<td>Introduction to Radical Political Economy</td>
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<td>ECON 305</td>
<td>Political Economy</td>
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<td>EDUC 337</td>
<td>Education and Racial Diversity in the U.S.</td>
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<tr>
<td>EDUC 343</td>
<td>Special Populations in Texts</td>
</tr>
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<td>ENG 176</td>
<td>Film Analysis</td>
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<td>Modernist American Poetry</td>
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<td>ENG 216</td>
<td>Literature of the Gilded Age</td>
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<td>ENG 230</td>
<td>Film Analysis</td>
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<td>ENG 264</td>
<td>Post World War II American Poetry</td>
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<td>ENG 287</td>
<td>Film Histories I</td>
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<td>ENG 288</td>
<td>Film Histories II</td>
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<td>ENG 289</td>
<td>Film Histories III</td>
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<tr>
<td>ENG 291</td>
<td>Introduction to African-American Literature I</td>
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COURSE DESCRIPTIONS

100 History and Form of American Culture
This course discusses the origins and development of the dominant cultural institutions of the United States, particularly the evolution and impact of the mass media and advertising and the way in which mass culture perpetuates systems of domination based on class, race, and gender. (Patterson, Fall, offered annually)

Typical readings: Domhoff, Who Rules America Now?; Ewen, Captains of Consciousness; Dyer, Advertising as Communication; Zinn, A People’s History of the U.S.; Barnouw, Tube of Plenty; a variety of interpretive articles, as well as primary sources

101 America: I, Eye, Aye
This course focuses on American first-person narratives in order to examine the ways in which a variety of American writers have advanced their moral and political views by conjoining conventions of autobiography, natural history, and social critique. It includes an analysis of the politics of self- and national-identity through close textual readings. (Quinby, offered annually)

Typical readings: Jefferson, Declaration of Independence; essays by Emerson, Thoreau, Whitman, and Fuller; Narrative of the Life of Frederick Douglass; Jordan, On Call

201 Methods of American Studies as Used in the Study of American Attitudes Toward Nature
This course provides a continuation of the issues and ideas raised in AMST 100 and 101. It examines several ways in which theories of culture have been used to look at American attitudes toward the natural world and thus serves to introduce the student of American culture to methods of cultural analysis. It also provides a chronological overview of the evolution of American views of the natural world, touching on attitudes toward Native Americans, natural resources, gender and nature, human uses of animals, development of agribusiness, etc. (Patterson, offered annually)

Typical readings: Smith, Virgin Land; Marx, The Machine in the Garden; Nash, Wilderness and the American Mind; Merchant, The Death of Nature; Jefferson, Notes on Virginia; Crevecoeur, Letters of an American Farmer
ANTHROPOLOGY AND
SOCIOLOGY

T. Dunbar Moodie, Ph.D.; Professor,
Department Chair (fall)
H. Wesley Perkins, Ph.D.; Professor,
Department Chair (spring)
Sheila Bennett, Ph.D.; Professor
Judith-Maria Buechler, Ph.D.; Professor
Richard G. Dillon, Ph.D.; Professor
Jack Dash Harris, Ph.D.; Professor
Richard Mason, Ph.D.; Associate
Professor
Dia Mohan, Ph.D.; Assistant Professor
Renee Monson, Ph.D.; Assistant
Professor
Ilene Nicholas, Ph.D.; Associate
Professor
Barbara Nikolovska, Ph.D.; Adjunct
Assistant Professor
James L. Spates, Ph.D.; Professor
Lung-chang Young, Ph.D.; Professor
Emeritus

Anthropology and sociology are closely related social science disciplines. They study the ways in which people live together under various social and cultural conditions. By exploring the multifaceted dimensions of human societies, they seek to understand human behavior, social interactions, and institutional structures in all their diversity.

The anthropology and sociology department offers disciplinary majors in anthropology, sociology, and anthropology-sociology; the department offers minors in anthropology and in sociology. All courses to be credited toward any major or minor in the department must be passed with a grade of C- or better.

REQUIREMENTS FOR THE ANTHROPOLOGY MAJOR (B.A.)
disciplinary, 10 courses
ANTH 273, ANTH 306, and a seminar (either a 400-level seminar or a 200- or 300-level seminar with an advanced component); an anthropology course focused on a geographic area; and six additional anthropology electives. Within the six electives, one must be at the 300 level, and at least two must be outside the student’s primary subfield of specialization (cultural anthropology, archaeology, linguistics, or physical anthropology). One 200- or 300-level sociology course can substitute for an anthropology elective course.

REQUIREMENTS FOR THE ANTHROPOLOGY MINOR
disciplinary, 5 courses
ANTH 110 and four additional courses in anthropology, of which at least three must be at the 200 level or above, and one must be at the 300 level or above.

REQUIREMENTS FOR THE SOCIOLOGY MAJOR (B.A.)
disciplinary, 10 courses
SOC 100; SOC 211; SOC 212; SOC 300; SOC 464 or SOC 465; and five additional sociology courses, at least one of which must be at the 300 level. One of these may be an anthropology course.

REQUIREMENTS FOR THE SOCIOLOGY MINOR
disciplinary, 6 courses
SOC 100; either SOC 211, SOC 212, or 300; and four additional sociology courses.
REQUIREMENTS FOR THE
ANTHROPOLOGY-SOCIOLOGY MAJOR (B.A.)
disciplinary, 10 courses
ANTH 110; SOC 100; a combination
of three courses from department core
offerings (ANTH 273, ANTH 306,
SOC 211, SOC 212, and SOC 300) that
includes both anthropology and
sociology as well as both theory and
methods; a seminar in either
anthropology or sociology; two electives
in anthropology; and two electives in
sociology.

ANTHROPOLOGY COURSE DESCRIPTIONS
102 Archaeological Myth and Reality: World 
Prehistory This course seeks to replace myths
of “killer apes” and “ancient astronauts” with
archaeological reality. A broad survey of
archaeological knowledge of both New and
Old World prehistory provides a framework
for analysis of major transitions in cultural
evolution and of selected archaeological
puzzles, such as the enigmatic markings of the
Peruvian desert near Nazca. This course is
designed for non-majors who want a general
understanding of what “happened” in
prehistory. The course is also suitable for
prospective majors who need an overview of
the archaeological record against which to set
more specialized courses in archaeology. No
prerequisites. (Nicholas, offered annually)

110 Introduction to Cultural Anthropology
This course explores the anthropological
understanding of human society through
ethnographic case studies of particular
societies. In the holistic approach of
anthropology, the interrelations of kinship,
economics, politics, and religion are stressed.
Special emphasis is also placed on anthropo-
logical theories of human behavior and the
wide range of creative solutions to the
problem of social living devised by various
cultures of the world. (Buechler, Dillon, offered
each semester)

115 Language and Culture This course
introduces students to the study of language
as a natural phenomenon and as a human
creation. Different approaches to the analysis
and study of language as a social and symbolic
system are presented. Topics include the
Sapir-Whorf hypothesis (the idea that
language determines how and what we think),
the relationship between language and gender,
how social forces alter the shape of language,
and what language tells us about the structure
of the human mind. (Staff, offered occasionally)

205 Race, Class, and Ethnicity This course
explores race, class, and ethnicity by focusing
on new immigrant groups in the United States
and Europe. It addresses the broad social,
cultural, economic, and political forces
outside and within communities that affect
the lives and identities of new female and
male, legal and illegal migrants. The impact of
racism is crucial in shaping the way in which
migrants live, their transcultural connections,
and their concepts of themselves and others.
Students analyze the relations between groups
such as white and African Americans with
Latin Americans, Asians, and Eastern
Europeans in the U.S., and Europeans with
each other and non-Europeans in Europe. This
is explored in the contexts of work places,
schools, residences, shopping areas, and
festive and crisis events. The comparisons
shed new light on theoretical and policy issues
regarding multiculturalism and diversity in the
North American context. (Buechler, offered
alternate years)

206 Early Cities This course deals with the
manner in which humankind first came to live
in cities. Early urbanism is viewed within the
context of the general origins of complex
society in both the Old and New Worlds.
Explanatory models, such as those emphasiz-
ing population pressure and trade as causal
mechanisms for the growth of cities, are
reviewed. This course provides the student
with a knowledge of early urban forms in
different parts of the world, as well as
familiarity with the methods used by
archaeologists to study such phenomena.
ANTH 102 is helpful background but is not
required. (Nicholas, offered alternate years)

208 Archaeology of Japan and China This
course surveys the archaeology of East Asia
from the Paleolithic through the era of
classical civilizations. Special attention is
given to the growth and development of cities
in this region, but other aspects of the record
are not neglected. Students study the
“underground army” of the first emperor of
China, the monumental mounded tombs of
early Japan, the extraordinary pottery of the
Jomon culture, and more. Students discuss
the overall trajectories of China and Japan in
a social evolutionary perspective. (Nicholas,
offered every two to three years)

209 Women and Men in Prehistory Until
recently, much of world prehistory has been
written as if only men were participants in the
also studied. (Nicholas, 210) The trajectories of the great ancient civilizations is
animals. Ecologically oriented research on the
replaced by domestication of plants and
took place when hunting and gathering was
human relationship to the environment that
takes place when ecological analyses are undertaken. Much of
past can be understood more clearly when
ehumankind, finding that many events in the
ecological perspective to the prehistory of
technology, and society." This course takes an
ecological analysis of the prehistory of
ecological perspective to the prehistory of
there is a need to focus explicitly on the issue of
gender in prehistory. This course examines
involve the study of the role of the occupant of Tomb 7 at Monte
Alban, Oaxaca, Mexico. (Nicholas, offered
every two to three years)

210 Prehistoric Ecology Karl Butzer has said
that when we study human ecology, we look at the "dynamic interface between environment,
technology, and society." This course takes an
ecological perspective to the prehistory of
humankind, finding that many events in the
past can be understood more clearly when
ecological analyses are undertaken. Much of
the course centers on the radical shift in
human relationship to the environment that
took place when hunting and gathering was
replaced by domestication of plants and
animals. Ecologically oriented research on the
trajectory of the great ancient civilizations is
also studied. (Nicholas, offered alternate years)

220 Sex Roles: A Cross-Cultural Perspective
This approach to the study of sex roles is
cross-cultural and multidisciplinary, oriented
toward an understanding of the behavior of
women and men in various societies including
the United States. The course addresses such
questions as: What are the biological bases of
femaleness and maleness? Are there correla-
tions between physical environments and the
status of women and men? How do individuals
learn their sex roles? Do some social struc-
tures, religious ideologies, rituals, and values
support or perpetuate inequality between the
sexes? And, have sex roles changed with
modernization, urbanization, and industrializa-
tion? (Buechler, offered alternate years)

227 Intercultural Communication To what
extent is communication between members of
different cultures really possible? This course
uses an anthropological approach and
examples from many cultures and ethnic
groups to address this question. It explores
the systematic blindness that all too often
produces conflicts between members of
different cultures, ethnic groups, and races,
and considers the role of values and relativism
in intercultural relations. The course welcomes
foreign students, those planning study abroad,
and students experiencing the challenges of
"re-entry" to American culture. No prerequi-
sites. ANTH 110 is helpful but not required.
(Dillon, offered annually)

228 Physical Anthropology Physical
anthropology studies humans as biological
organisms (members of the Primate Order). This course provides an overview of the three
major divisions of physical anthropology:
anatomical and behavioral characteristics of
living non-human primates; the fossil
evidence for human evolution, including
discussion of the origins of culture as a major
adaptive characteristic of humankind; and
examination of human variability today,
including a discussion of race. (Nicholas,
offered alternate years)

230 Beyond Monogamy: The Family and
Kinship in Cross-Cultural Perspective In the
recent debate over "family values," questions
regarding the normality of various family
arrangements have become hugely controver-
sial. But how different can the family get? In
this course students explore some of the most
unusual marriage, family, and kinship systems
known to anthropologists in order to
understand how they worked, why people
turned to them, and how they often helped
people to organize their lives in more
satisfying and adaptive ways. No prerequi-
sites. ANTH 110 is helpful but not required.
(Dillon, offered alternate years)

247 Urban Anthropology Urban anthropol-
y treats the research problems and
strategies of anthropologists in a wide variety
of urban situations. The course corrects some
popular myths and misconceptions about
crowding, size, poverty, and class. It also
treats issues such as rural/urban migration and
interethnic relations. An analysis of crucial
social, economic, and political relationships
in Third World and Western contexts is
provided. (Buechler, offered alternate years)

271 Jobs, Power, and Capital: The Anthro-
pology of Work This course is concerned
with the theory and policy associated with the
concept of work in traditional, transitional,
industrial, and post industrial societies.
Special attention is given to the changing role
of family, kin, and gender in labor, and the
impact of industrialization and the new
international division of labor on the work
experience, the workplace, and the labor
process. Open to students in anthropology,
sociology, urban studies, women's studies,
economics, Africana studies, and Latin American studies. Prerequisite: ANTH 110 or by permission of instructor. (Buechler, offered every three years)

Note: Students may obtain anthropology seminar credit by enrolling in this course as ANTH 471 Seminar: Jobs, Power, and Capital.

273 Ethnographic Research and Methods
This course considers the practice, problems, and analysis of field and library research in social and cultural anthropology. It examines the theoretical background and social and political role of ethnographers, and gains an understanding of the basic skills and qualitative methods of inquiry, including participant observation, interviewing, photography, life history, ethnohistory, and network and structural analysis. Students conduct research projects locally. Prerequisite: ANTH 110. (Buechler, Spring, offered alternate years)

Note: Majors should plan to take this alternate-year-only course at the earliest opportunity in order to complete their programs.

280 Environment and Culture: Cultural Ecology
The subject of ecological studies in cultural anthropology is the study of the interaction between human populations and their environments. These populations—hunters, gatherers, farmers, herders, and city dwellers—are examined in diverse habitats or settings: tropical forests, flooded rice plains, highland pastures, deserts, and cities. Attention is focused on ecological concepts and human adaptations and implications of these for present dilemmas in our own troubled environments. What lessons are there to be learned about resource management from “primitive” people? (Buechler, offered alternate years)

285 Primate Behavior
Because primates are humankind’s closest relatives, the study of primate behavior holds a special fascination for us. This course uses films and readings to examine the various behaviors of representative prosimians, New World monkeys, Old World monkeys, and apes. It looks primarily at studies of natural primate behavior in the wild but also reviews some examples of lab research. The focus is on locomotion, subsistence, social behavior, and intelligence within an evolutionary framework. The course concludes by considering the light which study of non-human primates might shed on the evolutionary origins of our own species. (Nicholas, offered alternate years)

296 African Cultures
This course considers African societies and cultures from both the insider’s and the outsider’s points of view. Anthropological works and short stories by Africans are used in an attempt to understand the African cultural experience. The course explores the various world views and adaptations represented by traditional African cultures as well as the transformations that these cultures have undergone during the colonial and independent eras. No prerequisites. (Dillon, offered alternate years)

297 Peoples and Cultures of Latin America
This course examines the development of diverse populations of Latin America from colonial times to the present, dealing especially with the effects of population growth, urbanization, industrialization, international politics, and rapid social change. (Buechler, offered alternate years)

298 Modern Japan
Japan is a remarkable society. The only non-western nation to repel colonization and industrialize independently, Japan now has the second largest economy in the world. This course looks at contemporary Japanese society from the perspective of cultural anthropology. In addition to considering anthropologists’ overall interpretations of Japanese culture, personality, and ways of thinking, it explores Japanese society through ethnographies or in-depth case studies of changing Japanese families, schools, businesses, religious groups, villages, cities, and towns. No prerequisites. (Dillon, offered alternate years)

306 History of Anthropological Theory
This course explores the range of anthropological theory by reviewing works identified with different theoretical perspectives: 19th-century evolutionism, Boasian empiricism, British social anthropology, structural idealism, cultural ecology, neo-evolutionism, practice theory, and post-modernism. The emphasis is on developing the student’s own ability to evaluate and use theory. Prerequisites: Several anthropology courses or permission of instructor. This is ideally a junior-year course for majors and students from related fields. (Dillon, offered alternate years)

Note: Students should plan to take this alternate-year-only course at the earliest opportunity in order to complete their major or minor programs.
326 Pattern and Process in Ancient Mesoamerican Urbanism  This course surveys the broad outline of Mesoamerican archaeology, with a special focus on cities viewed in their ecological and cultural contexts. Cities studied include Monte Alban, Teotihuacan, Tikal, Tula, Chichen Itza, Mayapan, Tenochtitlan, and others. The course familiarizes students with various descriptive and theoretical models of ancient urbanism and discusses the relationship between these theoretical models and the data from Mesoamerica (as well as the relationship between theory and research design). No prerequisites, but ANTH 102 or ANTH 206 provide helpful background. (Nicholas, offered alternate years)

352 Builders and Seekers  Is egalitarian social life really possible? What factors encourage such a lifestyle or work against it, and what are the different ways of engineering “equality” within a community? In this course, examples of African and Australian hunting and gathering societies are used to explore these issues and to investigate how traditional egalitarian groups have been affected by the contemporary world system. Modern communes and utopias also are considered. Open to both anthropology students and others with relevant background and interest. (Dillon, offered alternate years)

Note: Students may obtain anthropology seminar credit by enrolling in this course as ANTH 452 Seminar: Builders and Seekers.

362 Evolution and Culture  Evolutionary models seek to understand the processes underlying changing successions of living organisms or cultural systems. This course examines the relevance of evolutionary approaches to the understanding of culture. It begins by examining the degree to which biological analogues are or are not appropriate in building models of cultural evolution, considering such topics as Darwinian gradualism, Lamarckianism, and punctuated equilibria. The approaches of the 19th century unilineal evolutionists in anthropology are then contrasted with the multilinear theories of the 20th century. The course concludes with student presentations of research projects on either the history of evolutionary concepts in anthropology or on modern applications thereof. Prerequisites: Students are recommended to complete several anthropology courses before taking this seminar. Students with a strong interest in the topic and backgrounds in related fields are encouraged to seek permission of the instructor. (Nicholas, offered every three years)

Note: Students may obtain anthropology seminar credit by enrolling in this course as ANTH 462 Seminar: Evolution and Culture.

370 Life Histories  The course examines life histories and other personal narratives of ethnographers, memoirs, oral histories, and testimonials of women and men in non-Western and Western contexts. It focuses on how age, gender, class, ethnicity, race, and history affect life experiences of ethnographers and respondents alike. It explores the place and use of such narratives in anthropology and their means of personalizing discourse, encouraging a more direct voice or multivocality and increased reflexivity. Prerequisites: Open to all juniors and seniors in the social sciences, history, women’s studies, Africana studies, or Latin American studies. (Buechler, offered every three years)

Note: Students may obtain anthropology seminar credit by enrolling in this course as ANTH 470 Seminar: Life Histories.

450 Independent Study  Permission of the instructor.

495 Honors  Permission of the instructor.

499 Internship in Anthropology  A minimum of 150 hours of work or practice under the supervision of an anthropology faculty adviser. Students are expected to keep a reflective journal and to produce a paper that relates their experience to more general issues in anthropology. The length and scope of the paper shall be determined in consultation with the internship faculty adviser. Internship adviser permission is required to take this course, and prior departmental approval is required for any students who wish to repeat ANTH 499. Permission of the instructor.
social existence—to understand how society influences us and how we, in turn, construct it. Typically, the course applies the sociological perspective to an analysis of American society and other social systems. (Harris, Mohan, Monson, Moodie, Perkins, Spates, offered every semester)

Note: All upper-level sociology courses require SOC 100 as a prerequisite.

201 Sociology of International Development
This course begins with the emergence of the field of international development in the post-World War II period and focuses on the role of the United Nations and its related organizations in the process. It examines how Third World people have challenged development and contributed their own perspectives. Prerequisite: SOC 100. (Mohan, offered occasionally)

211 Research Methods
This course is an introduction to the basic issues and fundamental trends of social research. The logic of inquiry, research design, sampling, validity, reliability of indicators in social data, and logistical and ethical problems in the collection and analysis of data form the central problems for consideration. Techniques of data collection, such as, participant observation, content analysis, experimental design, unobtrusive measures, and survey research are discussed. The course is intended to prepare students for original research efforts and also to help them become more sophisticated consumers of the literature of the social sciences today. Prerequisite: SOC 100. (Monson, offered annually)

212 Data Analysis
This course provides an introduction to the organization and analysis of data in the process of social research. Presentation of data in tabular and graphic forms and the use of elementary descriptive and inferential statistics in social research are examined. The course is ultimately intended to prepare students for original research efforts and to help them become more sophisticated consumers of the literature of the social sciences today. Prerequisite: SOC 100. (Perkins, offered annually)

220 Social Psychology
In this course, major theoretical perspectives and classic empirical studies in social psychology are introduced. The emphasis is on a broad exposure to a variety of viewpoints in the literature. Theoretical orientations, such as learning theory, exchange theory, role theory, symbolic interaction, attribution theory, and cognitive-balance models are surveyed during the term. Furthermore, studies in substantive areas, such as, socialization processes, attitude change, interpersonal attraction, group dynamics, conflict and cooperation, and leadership are examined in light of these major perspectives. The course gives attention to the congruencies and disparities among psychological and sociological perspectives within the interdisciplinary field of social psychology. Prerequisite: SOC 100. (Perkins, offered alternate years)

221 Race and Ethnic Relations
In this course, students analyze minority group relations including inter-group and intra-group dynamics, sources of prejudice and discrimination, social processes of conflict, segregation, assimilation, and accommodation. Minority-majority relations are viewed as a source of conflict and change, and the problems of a multi-group society are analyzed. Emphasis is placed on racial, ethnic, and sexual minorities, and cases center on relations in the United States. Prerequisite: SOC 100. (Staff, offered occasionally)

222 Social Change and the Individual
We live different lives than our parents and grandparents lived, as do contemporary Turkish women, Andean peasants, Chinese entrepreneurs, and African farmers. What drives change in the ways individuals live their lives, work, believe, behave—technology, political or economic transformations, religious beliefs, wars and famine, natural forces, “globalization”? This course takes a macro-sociological approach to the study of significant changes in human societies from the perspective of the individual’s life experience. Major theories of social change are reviewed in the context of the emergence of capitalism and post-industrial social, political, and economic systems. Prerequisite: SOC 100. (Bennett, Moodie, offered alternate years)

223 Inequalities
This course is designed to examine various theories of social stratification including Marxist theory, Weber’s three-dimensional approach, and the functional viewpoint. After a review of varied forms of stratification in human societies, the discussion centers on the issues of inequality in American society and the collective effort to resolve the conflict between value, ideal, and social practice. Readings include a number of recently published paperbacks. Prerequisite: SOC 100. (Staff, offered occasionally)

224 Social Deviance
This course explores the social etiology of deviant behavior, the functions of deviance, and societal reactions to deviance. An interdisciplinary approach is
taken to the internalization of norms, guilt, shame, punishment, and conformity as they relate to deviance. Various theoretical approaches are examined. Social deviance is considered as a regular aspect of societies, and this course is directed toward a normative theory of culture, addressed to the problems of order, conflict, and change. Prerequisite: SOC 100. (Harris, offered alternate years)

225 Sociology of Family What is “the family?” Are two-parent, single-parent, or extended families more common historically and cross-culturally? What social forces contribute to the rise in divorce? How have cultural norms concerning motherhood and fatherhood changed over time? The family is analyzed as a social institution embedded in particular historical contexts and which reflects broad economic change, cultural shifts, and political movements, including industrialization, de-industrialization, and feminism. Particular attention is paid to ways in which various axes of social inequality (gender, class, race, and sexuality) shape how family life is experienced at the individual level, and how various family forms are evaluated, penalized, and/or supported at the societal level. Prerequisite: SOC 100. (Bennett, Monson, offered annually)

226 Sociology of Sex and Gender What is the connection between biological sex and our identities as men and women? How is the variation over time and across cultures in gendered behavior explained? What are the sources and consequences of differences between women and men? How are these differences linked to inequalities of race and class as well as gender? This course provides an introduction to sociological perspectives on gender relations as a social structure. Several theoretical frameworks for understanding the sources and persistence of gender differences and inequality are considered, including liberal feminism, radical feminism, multicultural feminism, and men’s feminism. Students examine a range of social institutions and ideological constructs shaping the social structure of gender, such as family, employment, sexuality, reproduction, and beauty. Prerequisite: SOC 100. (Monson, offered annually)

228 Social Conflict This course starts with the assumption that movements for social change arise through social conflicts and give rise to further conflicts. However, not all conflicts lead to collective action. The course examines the complexity of overlapping race and gender identities and conflicts in two countries—the United States and South Africa—in an effort to specify both the historical conditions under which conflict leads to effective collective action and those conditions under which it fails to do so. Prerequisite: SOC 100. (Moodie, offered alternate years)

230 The Sociology of Everyday Life Through talking to one another and doing things together, both at work and at play, we unthinkingly weave the fabric of our social worlds. At a deeper level, however, common norms and everyday practices may conceal more or less hidden struggles around race, class, gender, or other differences in power and identity. This course examines everyday life in typical American settings such as schools, families, workplaces, and public spaces in order to understand the social forces that constitute both normal life and struggles against conventional norms. Prerequisite: SOC 100. (Moodie, offered annually)

233 Women and Political Mobilization in the Third World The primary aim of this course is to understand the role of class, gender, race, and ethnicity in shaping women's political mobilizations in selected Third World countries and women of color in the U.S. Students study how, when, and why women in Third World countries have organized around certain issues (e.g., national liberation vs. violence against women) and the forms of their political mobilizations, such as revolutions, cooperatives, etc. The secondary aim of the course is to analyze the continuities and discontinuities in women’s mobilizations and feminism in the Third World and the First World. Prerequisites: SOC 100, as well as an introductory sociology or women’s studies course or permission of instructor. (Mohan, offered occasionally)

240 Gender and Development What is the relationship between how we think about 'gender' and how we think about 'development,' 'tradition,' and 'modernity'? Many years of feminist intervention in social processes have provided important insights into this question. We now know that patriarchy is not limited to underdeveloped areas of the world. Women are not the only ones who are affected by it, nor is its effects limited to the home. Patriarchy is not a static tradition but an evolving concept and reality. This course pushes students to see the dialectical relationship between visions of progress and the future and the making of gender relations. Students study how gender relations were formed as a product of the powerful 20th century ideas, policies, and practices of development. They juxtapose women’s place
242 The Sociology of Business and Management  This course provides an “applied” sociological analysis of the major trends shaping business in the United States and worldwide. Students explore the nature of business organization and management, at the micro level in its institutional forms and the business and management environment, at the macro level as it operates within economic and cultural systems, and within global contexts. The issues of demographic effects, ethical concerns, technological innovation, the role of producers and consumers, and the changing role of government are considered. Prerequisite: SOC 100. (Mohan, offered alternate years)

243 Religion, State, and Society in Modern Britain  This course, taught in Edinburgh during the term abroad there, examines the dramatic variation in religious identity within the United Kingdom as related to personal beliefs, political activity, and civil government. Modern Britain provides a fascinating mixture of traditional state religions based on differing Protestant heritages along with Roman Catholicism, dissenting Protestant traditions, and new cults and sects, all within a society that prizes traditional formality and yet has experienced the secularizing pressures of modern pluralism. Formal religious participation has declined dramatically throughout much of the United Kingdom, but religious beliefs and their connection to national identities and local allegiances remain as crucial influences, especially in parts of Scotland and throughout Northern Ireland where social order and disorder are clearly linked to fervent religious expression and differing national identities. Prerequisite: SOC 100. (Perkins, offered every three years)

244 Religion in American Society  This course focuses upon religion in American society from the post-World War II era to the present, using sociological theory and empirical research to form the basic analytical perspective. A survey of the major religious traditions is provided along with an introduction to contemporary cults, sects, and new religious movements. Topics such as civil religion, processes of secularization and revival, social and demographic influences on belief and practice, organizational structures, church and state relations, and political activism of religious groups are examined. Discussion concerning the theological, ethical, and political implications of sociological claims about religion is also encouraged. Prerequisite: SOC 100. (Perkins, offered alternate years)

245 Sociology of Work  The study of capitalist and pre-capitalist forms of human labor, and the changes in social organization that accompany changes in the mode of production are covered in this class. Students consider non-wage as well as wage labor in contemporary industrial America. Prerequisite: SOC 100. (Mason, Moodie, offered occasionally)

249 Technology and Society  This course is designed to explore the impact that technologies have on human beings and their societies. It examines the history of technological development, and particularly the industrial revolution and the current cybernetic revolution. A broad range of topics are covered, including such issues as family relations, work patterns, energy and the environment, domestic and international social stratification, and social organization. The course also concentrates on the empirical effects that such inventions as moveable type, compasses, steam engines, automobiles, washers and dryers, telephones, radio, television, rockets, transformers, and computers (to name several) have had on human beings. Prerequisite: SOC 100. (Mason, offered alternate years)

251 Sociology of the City  More than 80 percent of Americans and 50 percent of the world’s peoples now live in urban areas. Such figures show that the city has become one of the most important and powerful social phenomena of modern times. As a result, it is imperative that we understand the city’s influence on our lives. This course provides a basic introduction to urban life and culture by examining the development of the city in Western history. Classic and modern theories are examined in an attempt to grasp what the city is and what it could be. Prerequisite: SOC 100. (Spates, offered alternate years)

253 World Cities  Everywhere, in numbers unheard of before, people are flocking to the world’s cities, in many cases, regardless of the fact that when they arrive there, they find living conditions awful or even worse. Why? What do people want from cities? This course attempts to provide an answer to these questions, first, by considering some of the most important theoretical material on the nature of cities and, second, by analyzing extensive interview data collected in four world cities: San Francisco (USA), Toronto
(Canada), Cairo (Egypt), and Kandy (Sri Lanka). The objective, in the end, is to develop a viable general theory of the city, its reason for being, its purpose in human affairs. Prerequisite: SOC 100. (Spates, offered alternate years)

256 Power and Powerlessness This course develops an analysis of power and subordination within civil society: whether or not such power is institutionalized in state structures, whether it confirms state institutions or contradicts them. The distribution of power in society tends to be taken for granted by political scientists, politicians, and state officials, even activists. This course is to develop a theory of power in civil society and to understand how it relates to state rule. Of particular interest are the imperatives of government and what happens to social movements when they achieve state power. Examples are drawn from fragile new democracies in Eastern Europe, Latin America, and South Africa, as well as the United States. Prerequisite: SOC 100. (Moodie, offered alternate years)

258 Social Problems The focus of this course is the examination of fundamental social problems confronting contemporary American society. How social problems have emerged or have been perpetuated in recent years, and how social problems are defined and perceived by particular social groups are important issues for this course, as is the analysis of possible solutions to these problems. Poverty, racism, care of the aged, alcohol and substance abuse, the AIDS epidemic, pornography, juvenile delinquency, prostitution, family violence, abortion, children’s rights, church and state conflicts, gun control, and capital punishment are some examples of topics for this course. Prerequisite: SOC 100. (Mason, offered annually)

259 People Creating Social Change Social movements are both products and producers of social change. Understanding this dialectical relationship is the central focus of this course. Drawing upon social movements of the 1960s, ‘70s, and ‘80s, it analyzes the importance of classical and contemporary social-movement theories, such as Marxist, resource mobilization, and new social movement theories. Prerequisite: SOC 100. (Spates, offered every three years)

260 Sociology of Human Nature Does human nature exist? Given the incredible variation in human societies around the world, are there any characteristics that can be said to be universal attributes of our species? If so, what are these characteristics and how do they “determine” our social existence? Over the centuries, claims have been made for various traits being built-in parts of human nature, among them aggression, territoriality, sociability, and nurturance. In this course, selected materials from biology, physical anthropology, psychology, sociobiology, and sociology are considered in an attempt to answer the above questions and provide evidence for or against a general theory of human nature. Prerequisite: SOC 100. (Spates, offered every three years)

261 Sociology of Education This course is an examination of the interplay between the formal-ideal and informal-personal aspects of education and other social processes. Topics of discussion include the potential of critical experience as contrasted to institutional certification; the assessment of personal career choices; educational experience as a life-long aspect of the legitimation and stratification processes; friendships and voluntary association as resources for the resolution of stress; and education as a selective recruitment and promotion process involved with evolving social trends. Participants are expected to work from a critical, introspective sociological perspective. Prerequisite: SOC 100. (Mason, offered annually)

271 Sociology of Environmental Issues This course examines the development and future implications of environmental issues from a sociological perspective. Topics of discussion include: technological fix and social value definitions of environmental issues; how occupational and residence patterns are involved with the perception of and response to environmental issues; urban policies as aspects of environmental issues (e.g., zoning, public transport, etc.); stress involved with current life styles and occupations; and the personal, group, and social responses to resolve environmental problems. Topics of interest to students are discussed as they develop during the course. Prerequisite: SOC 100. (Mason, offered annually)

275 Social Policy This course focuses on U.S. income support policies designed to address poverty due to old age, unemployment, and single parenthood, using case studies of other Western welfare states for comparative purposes. The course traces the historical development and restructuring of the U.S. welfare state, from the “poor laws” in the colonial era, through the New Deal of the 1930s, the War on Poverty in the 1960s and 1970s, and the “end of welfare as we know it”
at the turn of the 21st century. Central questions considered include how families, labor markets, and states intersect, and whether welfare states’ policies ameliorate or reinforce inequalities of gender, race, and class. Prerequisite: SOC 100. (Monson, offered alternate years)

279 South African Apartheid: Before and After This course is designed to introduce students to the policy of apartheid, its origins and its effects on contemporary South African society. Apartheid sought to impose rigid racial and geographical segregation in South Africa while claiming that its aim was to protect cultural differences. The course examines apartheid’s origins, its social and economic organization and its ideological justification. In light of this analysis, the course considers the prospects for on-going democracy in 21st century South Africa. (Moodie, offered occasionally)

290 Sociology of Community This course first examines the use of the concept of community as it has been applied to kinship groups, neighborhoods, and rural and urban settlements. It seeks to sharpen analytic and conceptual abilities and then focuses investigation on historical and contemporary utopian and intentional communities. Students take several field trips, meet with guest lecturers, and participate in a group project toward creating community. Prerequisite: SOC 100. (Harris, offered annually)

291 Society in India Using contemporary issues of caste, gender, communalism, class, and the environment, this course traces the complex ways in which these issues have been shaped by the colonial and post-colonial histories of India, the contemporary development policies of international agencies, and the struggles of the people in India. Students use materials produced in India by Indian scholars and activists, as well as other academic materials, to gain an understanding of the complexity and diversity of contemporary Indian society. No prerequisites. (Mohan, offered annually)

299 The Sociology of Vietnam: Conflict, Colonialism, and Catharsis This course explores the social world of Vietnam. Students study Vietnamese history, culture, and social relations. Through this study of their institutions (religion, economy, politics), arts, and artifacts, students find themselves immersed in the life of Vietnam, and are likely to achieve a fuller appreciation of the modes and meanings of what it means to be Vietnamese, as well as what it means to be American. The course examines the many forces that impinge on Vietnamese social life, and explores how the Vietnamese are seeking to reconcile and resolve the contradictions of socialist and capitalist theory and practice, as they seek to improve the lives of their people and position themselves as a significant Southeast Asian political and economic force. Prerequisites: SOC 100 or an introductory course in anthropology, political science, history, Asian studies, or religious studies. (Harris, offered alternate years)

300 Classical Sociological Theory The founders of sociology were deeply concerned about problems that continue to be of vital importance for contemporary sociological inquiry. Questions such as the nature of society and its relationship to individuals, the relation between sociological theory and social practice, whether sociology is a science and, if not, what it is, and so on, are all absolutely central to the sociological enterprise, and yet often become lost. This course returns to the classics in an effort to uncover the questions sociologists need constantly to ask themselves if they wish to reflect cogently upon their role in the contemporary world. Required of all sociology majors. Prerequisite: SOC 100. (Harris, Moodie, Spates, offered annually)

301 Modern Sociological Theory This course examines the nature of theory and the problems of theory construction. The course surveys current theories representative of major intellectual orientations. These varieties of contemporary sociological theory are analyzed and the problems encountered within each explored. Theoretical orientations examined include social behaviorism, structural-functionalism, conflict theory, symbolic interactionism, and the psychoanalytic. Prerequisite: SOC 100. (Mason, offered annually)

310 Generations This course explores issues of grandparent/parent/child relations, youth and aging, and the value patterns of different generations in contemporary American society. These issues are examined both in terms of developmental stages of the life course and the distinct experiences of historical age cohorts. A major focus of the course is on relationships among succeeding generations and, in particular, on what continuities and discontinuities exist between age groups. In this context the political and moral orientations and parental philosophies of various generations are explored. The course is conducted as an advanced level seminar. Prerequisite: SOC 100. (Perkins, offered alternate years)
Moral Sociology and Good Society Is it possible for sociology, as a science, to offer evaluative statements about social life, to say that some ways of organizing society are beneficial to human life and that other ways are harmful? Or must sociology, as Max Weber suggested, forever restrict itself to descriptions of society, leaving all judgment to one's role as a “private citizen?” Using sociological analysis of the dilemmas currently being faced by American society as the starting point, this course explores these questions in detail and, in so doing, considers the possibility for developing a scientifically-grounded theory of “the good society.” Prerequisite: SOC 100. (Spates, offered alternate years)

Sex and the State: Feminist Social Theory This course examines American and European feminist modes of theorizing about sexual difference and gender relations. It analyzes the existential and philosophical assumptions underlying feminist thought, the significance of the female experience, and the specificity of the feminist standpoint. It evaluates the adequacy of feminist theories to explain such phenomena as the constitution of the female subject, power, the reproduction of gender inequality, and difference between women of various cultural and racial groups. Prerequisite: SOC 100. (Monson, Mohan, offered alternate years)

Theories of Religion: Religion, Power, and Social Transformation In both Max Weber and Michel Foucault’s conceptions of modernity, power tends to be entrenched through reasoned discourse in which the self is formed through subtle and pervasive disciplines to which even resistance is obliged to conform. Religion thus becomes increasingly irrelevant in the modern world. This course considers an alternative model of power which leaves much greater room for consideration of religious (and other) beliefs and solidarities—the theory of Antonio Gramsci. It examines the social significance of religion in four different countries and regions in the contemporary world where the power of specifically Christian belief and organization has manifested itself with forceful effect, namely, Poland, Latin America, South Africa, and the American civil rights movement. Prerequisite: SOC 100. (Moodie, offered alternate years)

Independent Study Permission of the instructor required. (Offered annually)

Senior Seminar

Honors Permission of instructor required. (Offered annually)

Internship in Sociology A minimum of 150 hours of work or practice under the supervision of a sociology faculty adviser. Students are expected to keep a reflective journal and to produce a paper that relates their experience to more general issues in sociology. The length and scope of the paper shall be determined in consultation with the internship faculty adviser. Internship adviser permission is required to take this course, and prior departmental approval is required for any students who wish to repeat SOC 499. Permission of instructor.

Sociology Courses Taught Occasionally

Sociology of Art and Culture
Sociology of Sport
Medical Sociology
Population Crisis in the Third World
Political Sociology
Criminology
Juvenile Delinquency
Sociology of Mass Communications
Advanced Quantitative Methods
Symbolic Interaction
Sociology of Knowledge
Totalitarian Society

Note: A number of regularly offered bidisciplinary courses and interdisciplinary program courses carry credit for the sociology major. Examples include BIDS 229 Two Cities: New York and Toronto, BIDS 245 Men and Masculinity, BIDS 295 Alcohol Use and Abuse, BIDS 365 Dramatic Worlds of South Asia, ASN 102 Ottoman World, and ASN 213 Tibet Incarnate: Contemporary Tibet. Students are encouraged to see the Bidisciplinary and Program offerings and to check with department faculty about such offerings.
ARCHITECTURAL STUDIES

Program Faculty
A.E. Ted Aub, Art, Coordinator
Michael Bogin, Art
Elena Ciletti, Art
Jo Anna Isaak, Art
Frederic Hauser, Architectural Studies
Clifton Hood, History
Marilyn Jiménez, Modern Languages
James Spates, Sociology
John Vaughn, Mathematics and Computer Science
Ali Yapicioglu, Architectural Studies

Architectural studies offers a multidisciplinary, holistic approach to design education that embraces a liberal arts philosophy, based on the belief that a broadly educated individual makes the best architect. Students may, with their adviser, tailor the major to suit their individual interests. This is a B.A. program. While an undergraduate professional degree (B. Arch.) is not offered, many of students continue on to complete a professional degree (M. Arch.) at the graduate level.

Students are encouraged to pursue study abroad opportunities during their junior or senior years. Courses offered on these programs can supplement or be substituted for program requirements. The Colleges’ programs have offered opportunities for study in New York, Los Angeles, Rome, and Bath, England. The primary outside affiliation offers a study opportunity in Copenhagen through the Denmark International Study program. Other programs available through leading universities offer study sites for architecture in New York/Paris, and Florence. Also available is a cooperative (3+4) joint degree program with Washington University in St. Louis, through which students can earn both a B.A. and an M. Arch. degree in a total of seven years (see page 27).

Architectural Studies offers an interdisciplinary major; there is no minor in architectural studies. Architectural studies students should take Art 115 Three Dimensional Design, Art 125 Introduction to Drawing, ART 116 World Architecture (alternate: ART 110 Visual Culture—taught by Prof. Stan Mathews only), and HIST 102 The Making of the Modern World or HIST 103 Revolutionary Europe (alt: EUST 102 European Studies II: Early Modern to Post Modern Europe) in their first year. They should complete the seven required preliminary courses (see below) by their second year. Architectural studies courses (ARCH 200–400) should be taken in years two through four. Note only three architectural studies courses are required to complete the major, but four to five are recommended. Other courses not in the elective groups defined below may be substituted with the approval of the program coordinator.

REQUIREMENTS FOR THE MAJOR
interdisciplinary, 13 courses

Seven preliminary courses to be completed by the end of the second year; Art 115 Three Dimensional Design, Art 116 World Architecture (alternate: Art 110 Visual Culture), Art 125 Introduction to Drawing, Art 125 Introduction to Drawing, Art 116 World Architecture (alternate: Art 110 Visual Culture), Art 125 Introduction to Drawing, HIST 102 American Urban History or HIST 103 Revolutionary Europe (alternate: EUST 102 European Studies II), Math 130 Calculus I or Math 131 Calculus II, Phys 140 Principles of Physics, and one urban studies elective. Arch 200, Arch 301 or 302, Arch 311 or 312, and three additional architectural studies or elective courses selected in consultation with an adviser in the program. One of the 13 courses, either the urban studies elective or one of the three additional electives, must be in the social sciences division.
CROSSTLISTED COURSES

Art History Electives
ART 202 African American Art
ART 208 Greek Art and Architecture
ART 232 Rococo Art and Architecture
ART 235 Art and Architecture of Baroque Rome
ART 249 Islamic Art and Architecture
ART 252 Japanese Art and Culture
ART 253 Buddhist Art and Architecture
ART 302 Arts of the Landscape and the Garden in China and Japan
ART 340 American Architecture to 1900
ART 341 Modernism in Crisis
ART 401 Seminar: Art Historiography — the History of Art History
ART 402 Design After Modernism

Urban Studies Electives
ANTH 247 Urban Anthropology
ANTH 326 Pattern and Process in Ancient Mesoamerica Urbanism
BIDS 229 Two Cities: New York and Toronto
HIST 215 American Urban History
HIST 264 Modern European City
SOC 251 Sociology of the City
SOC 253 World Cities

Social Science Electives
ANTH 206 Early Cities
ANTH 247 Urban Anthropology
ANTH 326 Pattern and Process in Ancient Mesoamerica Urbanism
ANTH 352 Builders and Seekers
ECON 213 Urban Economics
ECON 344 Economic Development and Planning
POL 236 Urban Politics
POL 244 Urban Politics and Public Policy
SOC 249 Technology and Society
SOC 251 Sociology of the City
SOC 253 World Cities
SOC 271 Sociology of Environmental Issues
SOC 290 Sociology of Community

Other Electives
ALST 200 Ghettoscapes
CLAS 202 Athens in the Age of Pericles
CLAS 251 The Romans: Republic to Empire
GEO 190 Environmental Geoscience
HIST 256 Technology and Society in Europe
PHIL 120 Critical Thinking and Argumentative Writing
PHIL 220 Semiotics
PHIL 230 Aesthetics

COURSE DESCRIPTIONS

200 Design Studio I: Basic Architectural Principles Through a series of theoretical and applied problems used in this course, students explore the nature of the design process expressing architectural ideas through words, drawing, model making, and construction of simple structures. Individual and group problems may address the essential relationship of architecture to topics such as construction, environment, structure, historical precedent, perception, psychology, and theory. Prerequisites: ART 115 and ART 125. (Hauser, Fall; Yapicioglu, Spring)

Typical readings: Friedman, Creation of Space, Vol. 1: Architectonics; Ching, Architecture: Form, Space and Order; Rasmussen, Experiencing Architecture; Bloomer and Moore, Body, Memory, and Architecture; Ching, Architectural Graphics; Vale, Green Architecture

301 Design Studio II: Architecture and the Immediate Environment Through a series of theoretical and applied problems used in this course, students explore the complexities of integrating architectonic relationships of form and space with the realities of program needs, construction systems, materials, structure, and environmental factors. Individual and group problems address built form and its immediate surroundings. Emphasis is on developing intuitive and logical understanding of architectural forms, systems, influences, and expressive potential. Prerequisite: ARCH 200. (Hauser, Yapicioglu, offered annually)

Typical readings: Friedman, Creation of Space, Vol. 2: Dynamics; Norberg-Schulz, Intentions in Architecture; Lyndon and Moore, Chambers for a Memory Palace; Ching, Building Construction Illustrated; Elliot, Technics and Architecture

302 Design Studio III: Architecture and the Wider Environment Through a series of theoretical and applied problems in this course, students explore the integration of architecture with the larger formal, social, political, economic, movement, and environmental issues of urban and regional planning. Individual and group problems emphasize the development of both intuitive and logical understanding of architectural forms, systems, influences, and expressive potential within the larger context of human design on the land. The City of Geneva and its environs may serve as a locus for class projects. Prerequisite: ARCH 200. (Hauser, Yapicioglu, offered annually)

Typical readings: Lynch, Site Planning; McHarg, Design with Nature; Bacon, Design of
311 History of Modern Architecture
Modern architecture evolved less than a century ago in response to changing social and technological conditions. This course seeks to convey the underlying causes, social milieu, technological innovations, and individual geniuses that helped bring about the revolution and subsequent evolution of modernism. Through informative lectures, explorative projects, and interactive discussions, the class will examine the personalities, the rhetoric, and the seminal works of the modern era. (Mathews, Fall)

Typical readings: Curtis, Modern Architecture since 1900; Conrads, ed., Programs and Manifestos on 20th-Century Architecture; Le Corbusier, Towards a New Architecture

312 Theories of Modern Architecture and Urbanism
This course investigates the role that ideas can play in the making and interpretation of the built environment. Lectures, readings, discussions, and hands-on projects combine to cover a broad range of topics from basic definitions of terms and concepts to an overview of the significant theoretical positions that have been used to lend authority to form making. Emphasis is placed on buildings and ideas that are crucial to the important theoretical debates of the 20th century. The course specifically aims to present the material in a manner that aids students in clarifying their own values and intentions. (Mathews, Spring)

Typical readings: Selections from Vitruvius, Laugier, Bachelard, Norberg-Shulz, Heidegger, Moneo, Ruskin, Burke, Wright, Semper, Rowe, Banham.

400 Geneva Studio: Architecture in the Urban Realm
The City of Geneva serves as an interactive studio environment in which students practice urban spatial design—the art of giving form to the public realm through the shape of streets, squares, blocks, and parks, and articulating their human uses. “Urbanism” is encouraged as an essential attitude in urban design that favors a spatially connected public realm over the “master planning” of mere objects in the urban landscape. Students combine the 3 dimensional aspects of site specific proposals with a coherent and well formulated attitude towards land use and programming. Prerequisites: ARCH 200, plus ARCH 301 or ARCH 302, or permission of the instructor. (Hauser, spring, offered annually)

450 Independent Study

495 Honors
ART

A.E. Ted Aub, M.F.A.; Professor, Department Chair
Lara C.W. Blanchard, Ph.D.; Henry Luce Assistant Professor
Michael Bogin, M.F.A.; Professor
Elena Ciletti, Ph.D.; Associate Professor
Jo Anna Isaak, Ph.D.; Professor
Mark Jones, M.F.A.; Associate Professor
Stanley Mathews, M.Arch.; Instructor
Nicholas H. Ruth, M.F.A., Assistant Professor
Michael Tinkler, Ph.D.; Assistant Professor
Kathryn Vaughn, M.A.; Assistant Professor
Phillia Changhi Yi, M.F.A.; Associate Professor

The Department of Art offers two independent but strongly integrated areas of study: studio art and art history. Both areas offer a major and minor. The department provides students with the opportunity to delve deeply into visual culture. Broadly speaking, students study the role of art and architecture in shaping, embodying, and interpreting cultures from the dawn of human history to the present. More specifically, students study the creative means of discovery and self-expression, and have the opportunity to explore perceptual and conceptual problem solving. Students also learn research methods within an interdisciplinary approach to understanding historical context.

Students are encouraged to take advantage of opportunities to study art and art history on semester abroad programs, to do internships in the field, and to do independent work at an advanced level. Both areas of study are designed to prepare students for continued education at the graduate school level.

In art history, students choose from an array of courses covering all periods of the art and architecture of America, Europe, Asia, the African diaspora, and the Islamic world. Advanced courses focus more intensively on specific disciplinary and interdisciplinary issues: the life of a major artist, the history of an important movement, gender in art, texts and images, ecology and contemporary art, and even exhibit planning and design.

In studio art, students take a rigorous set of foundations courses at the 100 level, and quickly move on to highly focused courses in painting, drawing, printmaking, sculpture, photography, and digital imaging. These are designed to help each student to explore a broad range of concepts, methods, and materials while developing individual ideas and a personal voice.

In both art history and studio art, students have the opportunity to finish their undergraduate careers with a highly rewarding honors program. The honors program in art consists of a year-long course of study which is developed and pursued in close collaboration with a faculty mentor.

REQUIREMENTS FOR THE ART HISTORY MAJOR (B.A.)

disciplinary, 12 courses
Two courses from ART 101, ART 102, ART 103, or ART 110; one course in ancient or medieval art, one course in Asian art, one course in Renaissance or Baroque art, one course in American or modern art, a seminar (which may be ART 440), three additional art history courses or film courses from other departments, and two studio art courses.

REQUIREMENTS FOR THE ART HISTORY MINOR
disciplinary, 6 courses
ART 101, ART 102, ART 103, or ART 110; one 100-level studio art course; and four additional art history courses.
ART

REQUIREMENTS FOR THE STUDIO ART MAJOR (B.A.)

disciplinary, 12 courses
ART 105; ART 114 or ART 115; ART 125; either ART 225 or ART 227; two of the following courses representing two areas of concentration: ART 203, ART 204, ART 209, ART 215, ART 234, ART 239, ART 245, ART 246, or ART 248; two advanced workshops: ART 301, ART 305, ART 315, or ART 345; one additional studio art course; and three art history courses.

REQUIREMENTS FOR THE STUDIO ART MINOR

disciplinary, 6 courses
ART 105; ART 125; two 200- or 300-level studio art courses from one area of concentration (painting/drawing, sculpture, printmaking/drawing, or photography); one art history course; and one additional studio or art history course.

COURSE CONCENTRATIONS

Art History
ARCH 311 History of Modern Architecture
ARCH 312 Theories of Modern Architecture and Urbanism
ART 100 Issues in Art
ART 101 Ancient to Medieval Art
ART 102 Renaissance to Modern Art
ART 103 East Asian Art Survey
ART 110 Visual Culture
ART 116 World Architecture
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 212 Women Make Movies
ART 216 Medieval Monuments
ART 220 Arts of China
ART 221 Early Italian Renaissance Painting
ART 222 Women in Renaissance Art and Life
ART 223 The Poetry of Color: Painting in Venice (1470-1600)
ART 226 Northern Renaissance Art
ART 229 Women and Art in the Middle Ages
ART 230 The Age of Michelangelo
ART 232 Rococo Art and Architecture

ART 235 Art and Architecture of Baroque Rome
ART 240 European Painting in the 19th Century
ART 249 Islamic Art and Architecture
ART 250 20th-Century European Art: Reality Remade
ART 252 Japanese Art and Culture
ART 253 Buddhist Art and Architecture
ART 256 Art of Russian Revolution
ART 270 Art and Architecture of the First Christian Millennium
ART 282 American Art of the 20th-Century
ART 300 Michelangelo, Caravaggio and Bernini (taught in Rome)
ART 302 Arts of the Landscape and the Garden in China and Japan
ART 303 Roman Art and Politics
ART 306 Telling Tales: Narrative in Asian Art
ART 333 Contemporary Art
ART 340 American Architecture to 1900
ART 389 Rococo to Revolution
ART 401 Senior Seminar: Art Historiography--the History of Art History
ART 402 Senior Seminar: Design After Modernism
ART 403 Senior Seminar: Gender and Painting in China
ART 440 The Art Museum
ART 451 Senior Seminar: Art and Ecology
ART 467 Senior Seminar: Artemisia Gentileschi
ART 472 Senior Seminar: The Enigma of Caravaggio
ART 480 Senior Seminar: Art of the Pilgrimage Roads

Studio Art
ART 105 Color and Composition
ART 114 Introduction to Sculpture
ART 115 Three Dimensional Design
ART 125 Introduction to Drawing
ART 203 Representational Painting
ART 204 Abstract Painting
ART 209 Watercolor
ART 215 Sculpture (Modeling)
ART 225 Life Drawing
ART 227 Advanced Drawing
ART 234 Photography
ART 239 Digital Imaging
ART 245 Photoscreenprinting
ART 246 Intaglio Printing
ART 248 Woodcut Printing
ART 301 Photography Workshop
ART 305 Painting Workshop
ART 315 Sculpture Workshop
ART 345 Printmaking Workshop
COURSE DESCRIPTIONS

100 Issues in Art  This course takes a broad view of the visual arts, discussing them not in isolation but in the context of the contemporary thought and culture of which they form a part. The course focuses on the social, political, and economic issues raised by the art of our time. Issues to be discussed include: race, gender, class, censorship, patronage, ecology, activism, etc. Students look at a selection of works from the field of fine art—that is, the practices of painting, sculpture, drawing, photography, installation, performance, video and other mixed media as a basis for a discussion of the issues raised by contemporary art. Open to first-year students only. (Isaak)

Typical readings: Storr, Art 21; Barrett, Understanding the Contemporary; Isaak, Looking Forward, Looking Black

101 Introduction to Art: Ancient and Medieval  This course offers a chronological study of principal monuments and developments in paintings, sculpture, and architecture from prehistoric to medieval times in Europe, the Mediterranean, and the Islamic world. (Tinkler, offered annually)

102 Introduction to Western Art: Renaissance through Modern  This course is a chronological study of principal monuments and developments in painting, sculpture, and architecture from Renaissance Italy to contemporary America. (Ciletti, Tinkler, offered annually)

Typical readings: Gardner, Art Through the Ages; Spencer, Readings in Art History

103 East Asian Art Survey  This course presents a chronological study, beginning in the Neolithic period and continuing through the nineteenth century, of the arts and architecture of China, Japan, and (to a lesser extent) Korea, with some comparisons to the arts of India, central Asia, and Europe. Students examine principal monuments and developments in a variety of media, including painting, sculpture, ceramics, prints, garden design, and architecture. There are no prerequisites, and no previous exposure to the arts of East Asia is necessary. (Blanchard, Spring, offered annually)

105 Color and Composition  A perceptual approach to problems of color interaction and compositional dynamics, students work through a carefully structured series of problems designed to reveal empirically the nature of color interaction and relatedness and the fundamentals of good visual composition. Projects range from narrowly focused color problems to ambitious, expressive compositional inventions. Required for studio art major and minors. (Bogin, Ruth, offered each semester)

110 Visual Culture  This course is an introduction to the history and concepts of art, architecture and visual culture. This course is offered in several sections by different art history professors with different areas of specialization, ranging from modern and contemporary, to Renaissance, medieval, non-Western or architectural. Course texts will vary depending on the professor teaching the particular section.

Typical readings: Leland Roth, Understanding Architecture; Gardner, Art Through the Ages; John Berger, Ways of Seeing.

114 Introduction to Sculpture  A broad introduction to sculptural processes and principles. Traditional and experimental approaches to creative artistic expression in a variety of media are investigated including carving, clay modeling, casting and construction. Materials may include plaster, wood, clay, metal, and mixed media. The history of modern sculpture is incorporated into the course through readings and discussion, as well as slide and video presentations. Required for studio art majors: either ART 114 or ART 115. (Aub, offered annually)

115 Three-Dimensional Design  An introduction to three-dimensional concepts, methods, and materials with an emphasis on design. Project assignments involve investigations of organization, structure, and creative problem solving. Materials generally used in the course include cardboard, wood, metals, fabric, and plexiglass. Required for studio art majors: either ART 114 or ART 115. ART 115 is a required course for architectural studies majors. (Aub, Staff, offered each semester)

116 World Architecture  A survey of key architectural monuments of the ancient to modern world. This course is organized chronologically and thematically around representative buildings—religious, domestic, civic, courtly—from ancient Greek and Roman to contemporary American. Individual buildings are analyzed in terms of their structural, stylistic, functional, and social meanings, and as cultural exemplars. (Mathews, offered annually)

Typical readings: Norwich, Great Architecture of the World; Harris, Illustrated Dictionary of Historic Architecture
125 Introduction to Drawing A basic course in visual organization and visual expression, students focus on the relational use of the visual elements to create compositional coherence, clear spatial dynamics, and visually articulate expression. Students experiment with a range of drawing materials and subject matter. Required for studio art majors and minors. (Aub, Bogin, Yi, Ruth, offered each semester)

201 African-American Art This course offers an exploration of the contributions of Black artists to American art, from the transplanting of African artisan traditions in the early 19th century to the fight for academic acceptance after the Civil War, from the evolution of a Black aesthetic in the 1920s to the molding of modernism into an expressive vehicle for the civil rights and Black pride movement of recent decades. Special attention paid to the Harlem Renaissance. Artists include Edmonia Lewis, Henry Tanner, Aaron Douglas, Jacob Lawrence, Faith Ringgold, Edmondia Lewis, Henry Tanner, Aaron Douglas, Jacob Lawrence, Faith Ringgold. (Ciletti, offered alternate years)

Typical readings: Bearden and Henderson, A History of African American Artists; Patton, African-American Art

203 Representational Painting A sequel to ART 105, this course focuses on the problems of painting from a source, including still life, figure, and landscape. Students work to reconcile the consistent presence of objects with the need to create pictorial lights, space and compositional and expressive coherence. Prerequisite ART 105 (Bogin, Ruth, offered alternate years)

Typical readings: Matisse, Notes of a Painter; Goodman, selection from Languages of Art

204 Abstract Painting A sequel to ART 105, this course focuses on the generation of an abstract pictorial vocabulary and on the investigation of a range of compositional and expressive possibilities for the pictorial use of that vocabulary. Prerequisite: ART 105. (Bogin, offered alternate years)

Typical reading: Hoffman, Search for the Real

208 Greek Art and Architecture This course surveys the art of the Greeks and Romans from the historical origins to the middle imperial period (ca. A.D. 200). Students examine the Greek pursuit of naturalism and their turn to emotion in art. Students contrast Greek use of ideal human form with the Roman interest in the depiction of individuals. In architecture, students study the classic expressions of Greco-Roman architecture in their stylistic unity and variety, especially in the way the buildings serve different functions with a limited language of building parts. Prerequisite: previous art history or classics course or permission of instructor. (Tinkler, Fall, offered alternate years)

209 Watercolor An exploration of the fundamentals of painting with translucent color media. Western and Eastern traditions, as well as more experimental approaches, are investigated. Use of Gouache (opaque watercolor) may also be explored. Subject matter involves still life, figure, and landscape with excursions to rural and urban settings. (Yi, offered alternate years)

210 Woman as Image and Image-Maker An investigation of women artists from the 16th to 19th centuries, with a brief nod to the 20th century, this course is concerned with the social and art historical settings, with placing both the situations and styles of women painters too long ignored. At the same time, it takes up some of the major female themes in Western art—Madonna, Venus, heroine, femme-fatale—and places them in context. Special attention is given to Artemisia Gentileschi. This course may count toward a women's studies major. Prerequisite: one course in either women's studies or art history, or permission of the instructor. (Ciletti, offered alternate years)

Typical readings: Broude and Garrard, Feminism and Art History; Chadwick, Women, Art, and Society

211 Feminism in the Arts The impact of women artists on the contemporary art movement has resulted in a powerful and innovative reworking of traditional approaches to the theory and history of art. This course offers an interdisciplinary study of women's position and potential in the signifying practice and looks at the work of the individual artist within the wider social, physical, and political world. (Isaak, offered alternate years)

Typical readings: Broude and Garrard, Feminism and Art History, The Power of Feminist Art; Parker and Pollock, Old Mistresses; Isaak, Feminism and Contemporary Art: The Revolutionary Power of Women's Laughter; Witzling, Voicing Today's Visions

212 Women Make Movies The mass media play a critical role in our society. They provide a context in which ideas and information shape our visions of ourselves. Historically, women and national minorities have had little input or influence in film and television. In this course, students learn that the past two
decades have seen a new growth in media production by women. Increasingly, numbers of women in independent media have generated new subject matter and approaches to the exploration of cinematic form. Open to seniors only. (Isaak, Spring)

Typical readings: Erens, Issues in Feminist Film Criticism; Humm, Feminism and Film; Carson et al, Multiple Voices in Feminist Film

215 Sculpture Modeling  An investigation of sculptural tradition and personal expression through figure and head studies observed from life. Projects are modeled in clay and cast into plaster. This course takes an interdisciplinary approach that melds science with sociology and art as we seek understanding of the human form ranging from the physical embodiment to cultural perceptions. In addition to a vigorous investigation of anatomy through lectures, readings, and drawing, students will also explore art historical context, the politics of body image, and the psychology of portraiture. Prerequisite: ART 114 or ART 115. (Aub, offered annually)

216 Medieval Monuments  This course is a survey of selected monuments in medieval architecture, sculpture, painting, and treasury arts. The semester is divided into the Romanesque period and the Gothic period. After lectures on the historical cultural background and material, students examine a specific monument though slides and texts in order to understand the monument. One presentation in the Romanesque half and one in the Gothic half are required, as well as an end of the semester project. This project may be a group or individual project with the instructor's permission. Prerequisites: previous art history course or permission of the instructor. (Tinkler, offered occasionally)

220 Arts of China  This course takes an interdisciplinary approach to the arts of China from the Neolithic period through the 20th century. Students consider examples of different media (including painting, calligraphy, woodblock prints, bronze vessels, lacquer ware, sculpture, ceramics, architecture, and garden design) in the context of Chinese literature, politics, philosophies, and religions, with attention to dialogues with other cultures. Broader topics include notions of artists' places within specific social groups, intellectual theories of the arts, and questions of patronage. When appropriate, students read and analyze Chinese primary sources in translation. Prerequisites: previous art history or Asian studies course. (Blanchard, Fall, offered alternate years.)

221 Early Italian Renaissance Painting  This course is an exploration of the extraordinary flowering of the arts in 14th- and 15th-century Florence. Artists include Giotto, Masaccio, Fra Angelico, Botticelli, and Leonardo. The course considers the development of individual styles, the functions of art, the culture of humanism, and the dynamics of patronage. (Ciletti, offered occasionally)

Typical readings: Baxandall, Painting and Experience in 15th-Century Italy; Vasari, Lives of the Artists; Hartt, History of Italian Renaissance Art; Bondanella, Renaissance Reader

222 Women in Renaissance Art and Life  It was once assumed that men and women enjoyed perfect equality in the Renaissance and that the beautiful representations of Venus and the Virgin Mary in Renaissance art signaled the esteem in which women were held. Recent research suggests otherwise, finding instead increasing subordination of women. This course explores this question by considering the interrelationships between images of women in Renaissance painting, social realities of women's actual lives, the phenomenon of successful women artists, church dogma about women, and the period's literature by, for, and about women. It focuses primarily, but not exclusively, on Italy in the 15th and 16th centuries. Prerequisite: one course in either art history or women's studies or permission of the instructor. (Ciletti, offered alternate years)

Typical readings: Bruckner, Giovanni and Lusanna; King, Women of the Renaissance; Eva Ave—Women in Renaissance Prints, and others

223 The Poetry of Color: Painting in Venice 1470-1600  This course explores the development of the sensuous styles of Venetian painting, from its first flowering in the late 15th century through its Golden Age in the 16th, in the work of such artists as Bellini, Titian, Veronese, and Tintoretto. It considers the impact on the arts of a variety of phenomena: the invention of oil paint, the rise and fall of Venice's economic and political fortunes, its gender arrangements, the unique social organization of the city, and its organs of patronage. (Ciletti, offered alternate years)

Typical readings: Humfrey, Painting in Renaissance Venice; Goffen, Titian's Nudes

225 Life Drawing  A study of the formal dynamics and the expressive potential of figure drawing. Students explore a variety of wet and dry media. Prerequisite: a 100-level studio art course or permission of instructor. (Aub, Bogin, Ruth, offered annually)
226 Northern Renaissance Art This course is a study of art in Northern Europe from the 14th to 16th centuries. The primary concern is the emergence of a distinctively Northern pictorial tradition, as seen in Franco-Flemish manuscript illuminations and Flemish and German paintings and prints. The course traces the contribution of such 15th-century artists as Campin, van Eyck, and Bosch in transforming the character of late medieval art, and the role of Dürer, Holbein, and Bruegel in creating a humanistic, Renaissance style during the 16th century. (Offered occasionally)

Typical readings: Snyder, Northern Renaissance Art; Panofsky, Early Netherlandish Painting; Huizinga, The Waning of the Middle Ages

227 Advanced Drawing A continued study of visual dynamics and visual expression. The focus in this course is on the development of individual drawing projects. A variety of subject matter and concepts are used, as well as a variety of drawing materials. Prerequisite: ART 125 or ART 225, or permission of the instructor. (Bogin, offered annually)

229 Women and Art in the Middle Ages This course ranges broadly in chronology and approach to consider women and art in the middle ages in three ways: woman as art maker, woman as art buyer, and woman as art subject. Students study the changes in the relationships, which are active throughout the middle ages. To understand medieval society the course uses two histories—a modern secondary history of the period, and a collection of primary sources. Prerequisite: previous art history or women's studies course or permission of the instructor. (Trinkler, offered occasionally)

230 The Age of Michelangelo This course is dedicated to the art of the High Renaissance and Mannerism in Florence, Rome, and a few North Italian cities. Students explore the evolution of the two styles in the work of painters and sculptors, such as Raphael, Pontormo, Correggio, Cellini, and Anguissola, with special emphasis on Michelangelo. Attention is also given to the new ideologies of art as Art and to the cult of genius, as well as the propagandistic aesthetics of the court of Cosimo I de' Medici in Florence. (Ciletti)

Typical readings: Freedberg, Painting of High Renaissance in Florence and Rome; Sherman, Mannerism; Vasari, Lives of the Artists; Cellini, Autobiography

232 Rococo Art and Architecture This course traces the evolution of Rococo style from Parisian salons to Bavarian churches, looking to its rejection of the grandeur of Louis XIV, its freedom, and its expression of both aristocratic hedonism and peasant faith. Attention is paid to the French Royal Academy, the rise of art criticism in Paris, and the intersection of aesthetic and social values. (Ciletti, offered alternate years)

Typical readings: Levey, Painting and Sculpture in France; Millon, Baroque and Rococo Architecture; Rand, Intimate Encounters

234 Photography An introduction to the methods, materials, and history of black and white photography. Lectures involve camera usage, lighting, darkroom technique, and pictorial composition. Weekly lectures on the history of photography from 1839 to the present attempt to illuminate the profound influence the medium has had on the ways in which we perceive reality. Prerequisite: ART 125 or 105 and access to a 35-mm camera. (Jones, offered each semester)

235 Art and Architecture of Baroque Rome An investigation of the grandiose developments in Italian art in the 17th century, in the work of Caravaggio, Gentileschi, Bernini, Borromini, and other artists in Rome, this course explores such topics as papal patronage, the Counter-Reformation, and the need for art as religious propaganda and illusionism. (Ciletti)

Typical readings: Hibbard, Bernini; Blunt, Borromini; Wittkower, Art and Architecture in Italy, 1600-1750

239 Digital Imaging An investigation into the use of computers for the making of fine art. Students in this course learn how to explore the organization of visual form using the software Adobe Photoshop. Projects and assignments help students build on their knowledge of the use of visual elements, reconsider photography in the age of digital manipulation, and explore the combination of image and text. Students use perceptual and conceptual approaches to image making, and also learn basic bookmaking and web design techniques as methods of presenting their work. Prerequisite: ART 105 or 125; 234 also recommended. (Ruth, offered annually)

240 European Painting in the 19th Century This course traces transformations of the practice, function, and social and political meanings of the art of painting throughout the 19th century in France. Moving from David's images of revolution and empire, to the Impressionists' renderings of the world of bourgeois pleasures, to Cézanne's redefinition of the nature of pictorial form, it considers
such issues as the role of the academy, the changing notion of the artist, the function of theory and art criticism, and the relationship between painting and the new art of photography. (Isaak, offered alternate years)

Typical readings: Nochlin, Realism; Friedlander, David to Delacroix; Clark, The Painting of Modern Life

245 Photo Silkscreen Printing An introduction to the basic technology of photoscreenprinting, which can use both photographic and drawn images. Equal attention is given to issues of color and composition. Prerequisite: ART 105 or ART 125. (Yi, offered alternate years)

246 Intaglio Printing An exploration of the basic techniques of intaglio printing, including drypoint, etching, and aquatint. Equal attention is given to composition and the effective use of visual form. Prerequisite: ART 125. (Yi, Bogen, offered alternate years)

248 Woodcut Printing An introduction to the fundamental processes of woodcut printmaking. Traditional and experimental techniques are investigated. Formal dynamics and visual expression are the most important emphases of this course. Prerequisite: ART 125. (Yi, offered alternate years)

249 Islamic Art & Architecture Students examine Islamic art and architecture from its beginnings in classical Mediterranean media and forms to the expression of autonomous stylistic developments and the impact of colonialism and post colonialism. They consider the myth that Islam prohibits imagery and examine the use of the abstract decorative technique often dismissed in western criticism as the “arabesque.” The western colonialist response to the Islamic world, the subsequent Islamic response to western art styles, and the contemporary search for an authentic Islamic style in art and architecture conclude the course. (Tinkler, Spring, offered alternate years)

250 20th-Century European Art: Reality Remade Beginning with the naturalist tendencies of the Impressionists in the 1860s and 1870s, this course follows the progression of art toward constantly new methods of expression: expressionism, cubism, constructivism, surrealism, Dadaism, etc. The purpose is to come to an understanding of the change that occurred in the practice and theory of art during the first half of this century. The intention is to explore the foundations of modern art when art no longer mirrored reality, but took to analyzing its role in the construction of reality. (Isaak, offered alternate years)

Typical readings: Bowness, Modern European Art; Arnason, Modern Art

252 Japanese Art & Culture This course takes an interdisciplinary approach to the arts and culture of Japan from the Neolithic period through the twentieth century. Students consider examples of visual media in the context of Japanese literature, history, society, and religions. Topics include Shinto architecture, Buddhist art (including Pure Land and Zen), narrative picture scrolls, traditional and western-style paintings, shoin architecture, gardens, tea ceremony ceramics and ukiyo-e prints (“pictures of the floating world”). Students read primary sources in translation, including Shinto myths, Buddhist texts, and selections from literature. Prerequisite: previous art history or Asian studies course. (Blanchard, Spring, offered alternate years)

253 Buddhist Art & Architecture This course examines the arts and architecture associated with Buddhism from its beginnings in India to its dissemination to Southeast Asia and along the Silk Road to East Asia. The organization of the material is primarily chronological, tracing significant developments in Buddhist practice in each region, with an emphasis on major monuments of architecture, painting, and sculpture. When appropriate, students read Buddhist texts in translation. Prerequisite: previous art history or Asian studies course. (Blanchard, Fall, offered alternate years)

256 Art of the Russian Revolution One of the most exciting movements in 20th-century art, Russian art of the Revolution, radically reassessed the role of the artist and of his/her work in society and has had reverberations in Western art which continue today. This course begins with the Russian futurists and traces the manner in which new formal vocabularies and new attitudes towards materials were harnessed after the 1917 Revolution by artists like Popova, Goncharova, Rosanova, Tatlin, Rodchenko, Malevich, etc., to develop a full and multidimensional philosophy for the design of functional objects for the new socialist society. (Isaak, offered alternate years)

Typical readings: Lodder, Russian Constructivism; Milner, Vladimir Tatlin and the Russian Avant-Garde; Gray, The Russian Experiment in Art

270 Art and Architecture of the 1st Christian Millenium This course covers the beginnings of Christian art and architecture in the cities
of Rome and Constantinople and follows the diffusion of forms into the fringes of the Mediterranean world. The course is organized chronologically around the adaptation of classical forms for new purposes and the invention of new forms for the new religion. Of primary concern for architecture is the interaction between use and design, typified by the development of liturgy. Special attention is paid to the importance of the icon, its role in society, the subsequent politically-driven destruction of holy images during iconoclasm, and the final restoration of the cult of the image. Prerequisite: previous art history course or permission of the instructor. (Tinkler, offered alternate years)


282 From the Ash Can to the Campbell Soup Can—American Art of the 20th Century
This course is a study of American art from the turn of the century to its ascendancy as the center of international art. (Isaak, offered alternate years)


300 Michelangelo, Caravaggio & Bernini
This course studies the work of Michelangelo, Caravaggio and Bernini, the dominant masters of the Roman Renaissance and Baroque periods on site in Rome. Painting, sculpture and architecture are considered. Students look to the nature of the works, the patrons and commissions which brought them into being, and the stylistic interrelationships among the three artists. Side trips to Florence and other cities supplement the Roman works.


301 Photography Workshop
The course attempts to refine the student’s use of photography as a means of visual expression. Weekly and biweekly photo projects involve both aesthetic and technical concerns. The use of alternative films, papers, and printing techniques is discussed. Demonstrations in the use of medium and large format cameras are presented. Prerequisite: ART 234. (Jones, offered alternate years)

Typical reading: Horenstein, *Beyond Basic Photography*

302 Arts of the Landscape and the Garden in China and Japan
In China and Japan, the natural landscape becomes a primary theme of artistic expression, and the cultivated garden is perceived as a related entity. This course will examine East Asian traditions of landscape painting, pictorial representations of gardens, and the historic gardens (often understood as microcosmic landscapes) of Suzhou and Kyoto. We will explore how these diverse works of art play upon the dichotomy between nature and artifice and consider their social, political and religious implications. Students will read landscape and garden texts from both cultures in translation, as well as selections from the secondary literature dealing with these themes. (Blanchard, Fall, offered alternate years)

303 Roman Imperial Art and Politics
In this course students consider the use Roman politicians made of art and architecture to shape public understanding of Roman imperial ideologies—to make Romans of the whole Mediterranean world. The course concentrates on three periods—the time of Augustus, the adoptive Antonine dynasty, and the Late Empire—and three art types—the imperial portrait (including the portraits of imperial family members), commemorative monuments (triumphal arches, columns and temples), and the Roman colony cities throughout the Empire. Prerequisite: permission of instructor. (Tinkler, offered alternate years)

305 Painting Workshop
For advanced students, the focus of this workshop is on the generation and development of individual painting ideas. Emphasis is on the creation of a process of painting that draws on a multitude of sources, inspirations, influences, and ideas and the way that work emerges from this matrix of pictorial possibilities. Prerequisite: ART 203, ART 204 or permission of the instructor. (Bogin, Ruth, offered annually)

306 Telling Tales: Narrative in Asian Art
The relationship between text and image assumes primary significance in the arts of Asia. Of especial import is the use of visual narrative, or the art of storytelling. This course traces the role of narrative in the architecture, sculptures, and paintings of India, central Asia, China, and Japan. The
course is designed as a series of case studies, through which students examine the special visual formats developed in Asia to facilitate the telling of tales and the specific religious, political, and cultural contexts in which narrative is deployed. Prerequisite: permission of the instructor. (Blanchard, Spring, offered occasionally)

315 Sculpture Workshop An open studio for a small, independent group, this course includes individual problems and criticism as well as group discussions. All media and processes may be investigated, including modeling, carving, welding, and plaster or bronze casting. Prerequisite: ART 215. (Aub, offered annually)

330 Modernism in Art and Literature Modernism—in its preoccupation with form and the breaking of the laws of aesthetic perception—established for the first time a genuine connection between the visual and verbal arts, making any approach to it by necessity interdisciplinary. This study includes those philosophic, social, and scientific developments which inform the aesthetic product of the period. The primary interest is in cubism, futurism, Dadaism, surrealism, suprematism, constructivism, productivism, imagism, and vorticism. Prerequisite: at least one course in modern art or modern literature. (Isaak, offered occasionally)

Typical readings: Prose and poetry by Pound, Eliot, Stein, Joyce, Stevens, Lewis, Crane, Cummings, and Williams; some works in translation by Brecht, Ball, Tzara, and Marinetti; works by Picasso, Braques, Malevich, Boccioni, Stella, Carra, Mondrian, Magritte, Duchamp, and others

333 Contemporary Art This course focuses on the art of the 1960s to the present day. The course includes movements such as Conceptual Art, Minimalism, Pop Art, Color Field Painting, New Image Painting, Neo-Expressionism, and Post-Modernism. The approach is topical and thematic, drawing upon works of art in various media including: video, film, performance, earthworks, site-specific sculpture, installation, etc. Individual works of art are discussed in the context of the theoretical writing informing their production. (Isaak, offered occasionally)

Typical readings: Michael Archer, Art Since 1960; Barrett, Criticizing Art; Fineburg, Art Since 1940

340 American Architecture to 1900 A survey of American architecture from its Colonial beginnings until the late 19th century, this course studies the major historical styles of this period—Georgian, Federal, Greek Revival, Queen Anne, etc.—by investigating key architectural monuments in their social and functional contexts. Of equal concern is the expression of these styles in the design of everyday houses and public buildings. Local field trips are an integral part of the course. Prerequisite: ART 102. (Staff, offered alternate years)

Typical readings: Pierson, American Buildings and Their Architects; Fitch, American Building: The Historical Forces That Shaped It; McAlester, A Field Guide to American Houses

345 Printmaking Workshop This workshop is for students who have taken either ART 245, ART 246, or ART 248. It is designed to enable students to do more advanced work in a chosen area of printmaking as well as explore new related areas of printmaking. (Yi, offered alternate years)

389 Rococo to Revolution: Painting in France 1760-1800 This course explores the tumultuous transformations in French art in the decades leading up to the upheavals of 1789 and during the revolutionary period. Stylistically, this means the overthrow of the rococo style (designated aristocratic and feminine) by the reputedly bourgeois, masculine idiom of neoclassicism. It considers the collisions of shifting ideologies of art, politics, class, and gender and their consequences for painters such as Fragonard, Greuze, Vigee-Lebrun, and J.L. David.

Attention is given to the theoretical programs and gender restrictions of the Royal Academy, to philosophers/critics, such as Rousseau and Diderot, to evolving taste at Versailles, and to visual propaganda during the French Revolution. Prerequisite: ART 102 or permission of the instructor. (Ciletti, offered occasionally)

Typical readings: Levey, Rococo to Revolution; Leith, The Idea of Art As Propaganda in France, 1750-1800; Brookner, David; Vigee-Lebrun, Memoirs; Keener, 18th-Century Women and the Arts; Crow, Painters and Public Life in 18th-Century Paris

401 Seminar: Art Historiography – the History of Art History In this course students study the history of art history, from its beginnings in artists’ biographies to postmodernism and the New Art History, by reading a variety of art historical works. Each student chooses a particular artist, architect,
or stylistic movement and follows the traces of art historians through time as they agree and disagree on what is to be said about art.

(Tinkler, offered occasionally)

402 Seminar: Design After Modernism
This course examines critical theories of art, architecture, and design since the 1950s. Students explore the relation of structuralist and post-structuralist theories to architecture. In addition, students examine how these ideas and issues resonate within the whole of modern society, including such fields as art, music, literature, film politics, economics, science, and philosophy. (Mathews, Spring, offered occasionally)

Typical readings: Ferdinand de Saussure, Course in General Linguistics; Terry Eagleton, Literary Theory: an introduction; Roland Barthes, Mythologies; Martin Heidegger, The Question Concerning Technology and Other Essays; Derrida, Jacques, Structure, Sign and Play in the Discourse of the Human Sciences

403 Seminar: Gender and Painting in China
How are the feminine and masculine represented in art? This course considers the role of gender in Chinese painting, focusing on the Song and Yuan dynasties (spanning the 10th to 14th centuries). Topics include the setting of figure paintings in gendered space, the coding of landscapes and bird-and-flower paintings as masculine or feminine, and ways images of women (an often marginalized genre of Chinese art) help to construct ideas of both femininity and masculinity. Throughout, students examine the differing roles of men and women as patrons, collectors, and painters. Prerequisite: permission of the instructor. (Blanchard, Fall, offered occasionally)

440 The Art Museum: Its History, Philosophy and Practice
This course provides an overview of the origin and history of the art museum, its various philosophies, and its contemporary operation. Current issues and controversies surrounding the museum are discussed. Field trips to local museums are an integral part of the course. The course culminates in the class selection, planning, and installation of a small didactic art exhibition in the Houghton House gallery. Enrollment is limited to upperclass art majors. Note: Since some field trips require an extended class meeting, students should not enroll in any class scheduled for the preceding class period. Prerequisite: permission of the instructor. (Staff, offered alternate years)

450 Independent Study

451 Senior Seminar: Art and Ecology
Ecology and the arts is an interdisciplinary and cross-cultural study of art and nature. In this course students investigate the work of artists and writers who have dedicated themselves to creating problem-solving works that address specific environmental situations, whose work is part of a recuperative project for ecologically degraded environments, or whose works have broadened public concern for environmental issues. Students explore a wide variety of discourses about the personal and public dimensions of environmental issues. The course is to be taken in the junior or senior year of the major. Permission of the instructor required. (Isaak, offered alternate years)

467 Seminar: Artemisia Gentileschi
Artemisia Gentileschi was one of the most striking painters of the Italian Baroque style. Her powerful art and unconventional life were controversial, since both violated prevailing late Renaissance expectations about women and their capacities. This examination of Gentileschi addresses such issues as the unfolding of her style and its roots in the work of Caravaggio, the situations of women artists in the 17th century, the iconography of female heroism she pioneered, and Gentileschi’s influence upon her contemporaries. Prerequisite: permission of instructor. (Ciletti, offered occasionally)

Typical reading: Garrard, Gentileschi

472 Seminar: The Enigma of Caravaggio
However considered, this greatest of Italian painters since the Renaissance is a puzzle. His brief life was violent, rebellious, haunted, yet his art reached heights (and depths) of religious truth shared only, perhaps, by Rembrandt. His dark, menacing paintings created a revolution in our understanding of light. His humble, proletarian style was constructed on rigorous, classical principles. The painter of dirty peasants was championed by cultivated prelates and princes. And so it goes. This seminar is dedicated to the luxury of studying Caravaggio’s elusive art slowly, in as much depth as possible. Prerequisite: permission of the instructor. (Ciletti, offered occasionally)

Typical readings: Langdon, Caravaggio; Puglisi, Caravaggio

110
Seminar: Art of the Pilgrimage Roads
This seminar explores the art and architecture surrounding one of the most important medieval journeys: the pilgrimage. Theories of pilgrimage are discussed, as well as the physical journey which medieval pilgrims took to Santiago de Compostela, Rome and Jerusalem. The bulk of the course focuses on the reliquary arts, architecture, and sculpture which the pilgrim experienced on his/her journey to these sacred places. (Tinkler, offered occasionally)


Honors

Program Faculty
Patrick Collins, Education, Coordinator
Donna Davenport, Dance, Coordinator
A.E. Ted Aub, Art
Joseph M. Berta, Music
Michael Bogin, Art
Elena Ciletti, Art
Robert Cowles, Music
Jim Crenner, English
Nicholas V. D'Angelo, Music
David Dannenfelser, English/Theatre
Cheryl Forbes, Writing and Rhetoric
Robert Gross, English/Theatre
Grant Holly, English
Jo Anna Isaak, Art
Marilyn Jiménez, Modern Languages
Mark Jones, Art
Elisabeth Lyon, English
Stanley Mathews, Art
Patricia Myers, Music
Nicholas H. Ruth, Art
Rosalind Simson, Philosophy
Lilian Sherman, Education
Deborah Tall, English
Michael Tinkler, Art
Andy Walters, Psychology
David Weiss, English
Cadence Whittier, Dance
Cynthia J. Williams, Dance
Phillia Changhi Yi, Art

Note: Several faculty in other departments and interdisciplinary programs offer courses that address art, culture, and society.

The arts and education program provides students with an opportunity to examine the role of the arts in fostering personal and cultural development. The objective of the program is to enable students to form and articulate their own critical perspectives based upon an understanding of four fundamental aspects of arts education: 1) the nature of human development, 2) the nature of art and artistic expression, 3) the theory...
and practice of education, and 4) the experience of artistic expression. This program is not intended to prepare students to teach in the arts; it is designed for students who wish to deepen their understanding of both art and education, while critically exploring the relationship between these two kinds of human experience.

The arts and education program offers an interdisciplinary major and minor.

**REQUIREMENTS FOR THE MAJOR (B.A.)**
interdisciplinary, 12 courses
AEP 335; two courses from among BIDS 311 Writing Movement/Dancing Words, DAN 325 Movement Analysis: Laban Studies, EDUC 301 Drama in a Development Context, PHIL 230 Aesthetics; one course from among EDUC 202 Human Growth and Development, PSY 203 Introduction to Child Psychology and Human Development, PSY 205 Adolescent Psychology; at least four studio electives, three of which must be in one artistic discipline (art, creative writing, dance, music, or theater); two additional Education courses from one of the program core or elective groups; and two additional courses on art, culture, and society. Only three 100-level courses may count toward the major. All courses must be completed with a grade of C- or better.

**REQUIREMENTS FOR THE MINOR**
interdisciplinary, 6 courses
AEP 335; one course from among BIDS 311 Writing Movement/Dancing Words, DAN 325 Movement Analysis: Laban Studies, EDUC 301 Drama in a Development Context, PHIL 230 Aesthetics; one course from among EDUC 202 Human Growth and Development, PSY 203 Introduction to Child Psychology and Human Development, PSY 205 Adolescent Psychology, three studio electives in one discipline (art, creative writing, dance, music, or theater).

**CORE COURSES**

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<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>AEP 335</td>
<td>Arts and Human Development</td>
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<td>Aesthetics</td>
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**STUDIO ELECTIVES (SAMPLE)**

**Art**

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<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ART 105</td>
<td>Color and Composition</td>
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<td>ART 114</td>
<td>Introduction to Sculpture</td>
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<td>ART 115</td>
<td>Three Dimensional Design</td>
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<td>ART 125</td>
<td>Introduction to Drawing</td>
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<td>ART 203</td>
<td>Representational Painting</td>
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<td>ART 204</td>
<td>Abstract Painting</td>
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<td>ART 209</td>
<td>Watercolor</td>
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<td>ART 215</td>
<td>Sculpture (Modeling)</td>
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<td>ART 225</td>
<td>Life Drawing</td>
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<td>ART 227</td>
<td>Advanced Drawing</td>
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<td>ART 234</td>
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<td>ART 246</td>
<td>Intaglio Printing</td>
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<tr>
<td>ART 248</td>
<td>Woodcut Printing</td>
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<tr>
<td>ART 301</td>
<td>Photography Workshop</td>
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<tr>
<td>ART 305</td>
<td>Painting Workshop</td>
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<tr>
<td>ART 315</td>
<td>Sculpture Workshop</td>
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<tr>
<td>ART 345</td>
<td>Printmaking Workshop</td>
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**Dance**

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<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>BIDS 311</td>
<td>Writing Movement, Dancing Words</td>
</tr>
<tr>
<td>DAN 105</td>
<td>Introduction to Dance: Theory and Practice</td>
</tr>
<tr>
<td>DAN 140</td>
<td>Dance Ensemble</td>
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<tr>
<td>DAN 200</td>
<td>Dance Composition I</td>
</tr>
<tr>
<td>DAN 215</td>
<td>Movement for Athletes: Analysis and Performance</td>
</tr>
<tr>
<td>DAN 250</td>
<td>Dance Improvisation</td>
</tr>
<tr>
<td>DAN 300</td>
<td>Dance Composition II</td>
</tr>
</tbody>
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Any full-credit dance technique course

**English**

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ENG 178</td>
<td>Acting I</td>
</tr>
<tr>
<td>ENG 260</td>
<td>Creative Writing</td>
</tr>
<tr>
<td>ENG 275</td>
<td>Acting II</td>
</tr>
<tr>
<td>ENG 305</td>
<td>Poetry Workshop</td>
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<tr>
<td>ENG 307</td>
<td>Playwriting Workshop</td>
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<tr>
<td>ENG 308</td>
<td>Screenwriting I</td>
</tr>
<tr>
<td>ENG 309</td>
<td>Fiction Workshop</td>
</tr>
<tr>
<td>ENG 310</td>
<td>Creative Non-Fiction Workshop</td>
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### Music

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>MUS 120</td>
<td>Tonal Theory and Aural Skills I</td>
</tr>
<tr>
<td>MUS 121</td>
<td>Tonal Theory and Aural Skills II</td>
</tr>
</tbody>
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Two semesters of any 900-level course

### Education Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>EDUC 200</td>
<td>Philosophy of Education</td>
</tr>
<tr>
<td>EDUC 201</td>
<td>History of Education</td>
</tr>
<tr>
<td>EDUC 203</td>
<td>Children with Disabilities</td>
</tr>
<tr>
<td>EDUC 220</td>
<td>Storytelling and the Oral Tradition</td>
</tr>
<tr>
<td>EDUC 320</td>
<td>Children's Literature</td>
</tr>
<tr>
<td>EDUC 332</td>
<td>Disability, Family, and Society</td>
</tr>
<tr>
<td>EDUC 333</td>
<td>Literacy</td>
</tr>
<tr>
<td>EDUC 337</td>
<td>Education and Racial Diversity in the U.S.</td>
</tr>
<tr>
<td>EDUC 338</td>
<td>Inclusive Schooling</td>
</tr>
<tr>
<td>EDUC 350</td>
<td>Constructivism and Teaching</td>
</tr>
</tbody>
</table>

### Art, Culture and Society Electives

Courses chosen from the following departments with permission of the Program Coordinator: Africana studies, art history, dance, English, European studies, Latin American studies, media and society, music, philosophy, theatre, women's studies, and writing and rhetoric.

### COURSE DESCRIPTION

**335 The Arts and Human Development**
The primary purpose of this course is to explore the ways in which the arts serve human development. Students examine the relationship between the arts and various dimensions of development such as cognitive, cultural, and emotional growth. This course is interdisciplinary in nature and addresses some of the following questions: What is art? Do different forms of art serve different functions? What do the arts teach children that other traditional subjects do not teach? What is the role of creativity in art? Students are encouraged to explore connections between the arts and education while also reflecting upon the significance of the arts in their own lives. (Collins/Davenport, Fall, offered annually)

### ASIAN LANGUAGES AND CULTURES

William S. Atwell, History of East Asia, Department Chair  
Sheila Bennett, Sociology of West Asia and the Middle East  
Lowell W. Bloss, Asian Religions  
James-Henry Holland, Japanese Language and Culture  
Chi-chiang Huang, Chinese Language and Culture  
Tenzin Yingyen, Tibetan Buddhism and Culture  
Jinghao Zhou, Chinese Language and Contemporary Chinese Culture

#### Participating Faculty

Lara C.W. Blanchard, Art History  
Bahar Davary, Religious Studies  
Richard G. Dillon, Anthropology  
Marie-France Etienne, French and Francophone Studies  
Jack D. Harris, Sociology  
Helen McCabe, Education  
Susanne McNally, History  
Patricia A. Myers, Music  
Ilene Nicholas, Anthropology  
David Ost, Political Science  
Richard Salter, Religious Studies  
James L. Spates, Sociology  
Patricia A. Stranahan, Provost and Dean of the Faculty  
Jonathan H. Wolff, Associate Provost

Working closely with other academic departments at Hobart and William Smith, the Department of Asian Languages and Cultures offers a wide variety of courses that are designed to acquaint its majors and minors with the history, institutions, religions, cultures, and languages of Asia and to provide a firm foundation for further study. Majors and minors in the department are strongly encouraged to participate in the Colleges' off-campus programs in Japan, Korea, Taiwan, China, Vietnam, and India.
REQUIREMENTS FOR THE MAJOR (B.A.)
interdisciplinary, 12 courses
At least two years of one Asian language (normally four courses). Students may be exempted from this requirement by passing a proficiency test permitting them to enter the third year or above of an Asian language. Students who take advantage of this exemption still must complete at least 12 courses in Asian studies for the major. The departmental introductory course: ASN 101 The Intellectual and Religious Foundations of Asian Civilizations; at least two social science courses on Asia; at least two humanities courses on Asia; at least two courses on Asia at the 300 or 400 level.

REQUIREMENTS FOR THE MINOR
interdisciplinary, 7 courses
At least one year of an Asian language (normally two courses). Students may be exempted from this requirement by passing a proficiency test permitting them to enter the second year or above of an Asian language. Students who take advantage of this exemption still must complete at least seven courses in Asian studies for the minor. The departmental introductory course: ASN 101 The Intellectual and Religious Foundations of Asian Civilization; at least one social science course on Asia; at least one humanities course on Asia; at least one course on Asia at the 300 or 400 level.

CROSSTETED COURSES

Social Sciences
ANTH 206 Early Cities
ANTH 208 Archaeology of China and Japan
ANTH 227 Intercultural Communication
ANTH 230 Beyond Monogamy: The Family in Cross-Cultural Perspective
ANTH 298 Modern Japan
POL 257 Russia/China Unraveled
SOC 201 Sociology of International Development

SOC 221 Sociology of Minorities
SOC 233 Women and Political Mobilization in the Third World
SOC 253 World Cities
SOC 291 Society in India
SOC 299 Sociology of Vietnam
SOC 340 Feminist Social Theory

Humanities
ART 103 East Asian Art Survey
ART 116 World Architecture
ART 220 Arts of China
ART 252 Japanese Art and Culture
ART 253 Buddhist Art and Architecture
ART 306 Telling Tales: Narrative in Asian Art
ART 403 Gender and Painting in China
BIDS 365 Dramatic Worlds of South Asia
FRNE 213 Vietnamese Literature in Translation
FRNE 311 Feudal Women in France, Vietnam, and Japan
HIST 291 Late Imperial China
HIST 292 Traditional Japan
HIST 390 The Modern Transformations of China and Japan
HIST 394 Russia and Asia
HIST 396 History and the Fate of Socialism: Russia and China
HIST 492 Seminar in Chinese History
HIST 493 Seminar in Japanese History
MUS 216 Music of Asia
REL 210 Hinduism
REL 211 Buddhism
REL 217 Gurus, Saints, Priests, and Prophets
REL 219 Introduction to Islamic Tradition
REL 236 Gender and Islam
REL 312 New Heavens, New Earths
REL 315 Japanese Religions
REL 321 Muslim Women in Literature
REL 336 Islam and the West
REL 410 Sacred Space

DEPARTMENTAL LANGUAGE COURSES
For course descriptions, see Chinese and Japanese
CHIN 101 Beginning Chinese I
CHIN 102 Beginning Chinese II
CHIN 201 Intermediate Chinese I
CHIN 202 Intermediate Chinese II
CHIN 301 Advanced Chinese I
CHIN 302 Advanced Chinese II
CHIN 450 Independent Study
JPN 101 Beginning Japanese I
JPN 102 Beginning Japanese II
JPN 201 Intermediate Japanese I
JPN 202 Intermediate Japanese II
COURSE DESCRIPTIONS

101 Intellectual and Religious Foundations of Asian Civilizations This course introduces students to the major religions and social philosophies of pre-modern Asia. These include Hinduism, Buddhism, Confucianism, Taoism, and Shintō. The course emphasizes the reading of original texts in translation. (Atwell/Bloss, Spring)

102 Istanbul and the Ottoman World At its peak, Ottoman domains encompassed what we know today as the Balkans, Greece, Turkey, and the “Middle East” – the successor states to the great empire of Byzantium in the west and the Arab conquests in the east. And of the great cities of the world, Istanbul sat at its heart. This course examines the nature of empire in the Ottoman experience, the emergence of nationalism and capitalist economies, and the legacy of Ottoman rule today through the achievements – and failures – of Ottoman society, culture, and statecraft, and the microcosm of Ottoman society that was, and is, Istanbul. (Bennett, Fall, offered annually)

209 The Golden Age of Chinese Culture Although China is known for its long history, it is best known for its golden age during the Tang and Song dynasties (618-1279). These two dynasties witnessed a rapid growth in thought, government structures, literature, art and many aspects of culture. The people of this period, from emperor/empress and aristocratic elite to storytellers and courtiers, contributed to the formation of an urban culture that was the richest in the world. While Europe was still in its dark age, China’s golden age established the foundations of much of Asian culture. This course explores Tang and Song contributions to the Chinese cultural heritage. (Huang, Spring, offered annually)

210 Buddhism and Taoism through Chinese Literature Buddhism and Taoism have long been two important constituent elements of Chinese culture. Their influences on Chinese elite culture, social ethics, and popular values have inspired the use of such phrases as “The Age of Neo-Taoism” and “The Buddhist Age” to characterize some periods of Chinese history. Though many Chinese intellectuals were suspicious of and even hostile towards these two religions and sometimes labeled them as “heterodox,” they could not deny the fact that the two teachings had become an integral part of Chinese elite and popular culture. This course is an introduction to the major ideas of Chinese Buddhism and Taoism as they were represented and interpreted in various texts and narratives. This course is taught in English. (Huang, offered annually)

212 Women in Contemporary Chinese Culture Are Chinese women still submissive, powerless, and silent as commonly perceived? What roles are Chinese women playing in the present-day China and international societies? These are among the oft-asked questions this course attempts to answer. By contextualizing Chinese women in pre-modern China, nationalist China, and communist China, this course attempts to show their different characteristics in different periods. Special attention, however, is given to women in social and cultural settings in contemporary China. A variety of works, including history, fiction, and films are used to acquaint students with dramatic changes, multifaceted images, gender problems of Chinese women in the post-Mao era. This course is taught in English. (Zhou, offered alternate years)

213 Tibet Incarnate: Understanding Contemporary Tibet How are we to think of Tibet today? As the hapless victim of Chinese aggression; a poster child for human rights? Or as a people with a long and complex history of political and cultural associations, east and west; a people with its own imperial past? This course explores the context of today’s “Tibetan Question” in Tibet’s history, culture, and geographic position on the frontiers of trade and empires across millennia. This course is conducted in seminar format and participants are responsible for researching and presenting sources materials. Prerequisite: ASN 101 or ASN 225 or permission of the instructor. (Bennett, Spring, offered annually)

220 Male and Female in East Asian Societies Gender, sex roles, and domestic relations are among the basic building blocks of culture and society. This course is designed to examine the historical legacy of East Asian countries, contemporary Eastern Asian cultures, and basic values from the perspective of sex and gender, and to explore a variety of cultural contexts and social venues, including marriage, the family, the relations between husband and wife, generation gaps, private life and public life, and tradition and its changes. The course focuses on China and views it as one of the great sources of Eastern
Asian civilization, especially Japan, Korea, and Vietnam. Particular attention is paid to the representation of male and female in contemporary Asian cultures. Films are used to supplement the readings. This course is taught in English. (Zhou, offered annually)

225 Tibetan Buddhism This course is an introduction to Tibetan belief and practice. What is life from a Buddhist perspective? What did the Buddha teach? What is the law of karma? These and many other questions are addressed. The course looks at Tibetan Buddhist practice from the Four Noble Truths to the highest Yoga tantra with special emphasis on the practice of love, kindness, and compassion. A monk’s life in the monastery is also studied. Prerequisite: Any religious studies course or permission of the instructor. (Yignyen, offered annually)

231 Tibetan Mandala Painting The purpose of this course is to introduce students to the wonders of Tibetan culture. This is accomplished through the study of traditional Tibetan Buddhist painting and mandala construction. The world of Tibetan Buddhist art is introduced through the emersion in historic background and current utilization. Students learn the accurate methods for drawing the geometric outlines of the mandala. Each student completes a painted version of the Chenrezig mandala (which is most often used in Tibetan Buddhist meditation practice). This includes the formation of the accurate symbols of the five Buddha families. Students becomes familiarized with these and other emblems and learn their meanings. Using colored sand, students learn how to make a sand painting with authentic Tibetan metal funnels and wooden scrapers. Finally, students participate in the joy of a group class project of sand mandala painting and dismantling ceremony. (Yignyen, offered annually)

236 Society, Culture, and the State in Contemporary China This course is designed to help students understand the momentous social, cultural, and economic changes that have occurred in China in recent years. In exploring this subject, it also is important to investigate the ways in which the Chinese state has attempted to control and direct those changes. The state has not always succeeded in its efforts, but the role cannot be ignored as we examine subjects such as educational and religious policy, human rights, and legal reform. (Zhou, offered annually)

312 Literary and Historical Memory in China: Text, Contexts, and Historical Facts For centuries many educated Chinese have read traditional literary works with greater interest than they have read historical works. Their appreciation for the “memory” in these literary works helped popularize a variety of novels, short stories, poetry, and plays, as well as immortalize some historical personages and fictional characters. In its idealizing or stigmatizing men and women in history, literary work also historicizes its stories and is commonly accepted as a valuable historical text. This course compares the often disparate memory of China’s past in literary and historical texts, focusing substantially on their representation of the image of cultural heroes and heroines, of gender and class inequities, as well as of moral and ethical values. This course is taught in English. (Huang, offered occasionally)

342 Chinese Cinema: Gender, Politics, and Social Change in Contemporary China This course is designed to examine the development of Chinese cinema. It introduces the fifth and sixth generation of Chinese film makers, as well as recent Chinese films produced in Mainland China, Taiwan, Hong Kong, and the United States. It is hoped to help students develop their ability to analyze visual images from both Chinese and multicultural perspectives. Through the lens of Chinese films used in this course, students are expected to better understand issues such as gender, family, tradition, custom, and politics in China today. In the meantime, they are expected to become familiar with some new trend of cultural and social movement in China and overseas Chinese communities. All readings and lectures are in English. (Zhou, offered annually)

393 The Pacific Century A seminar course designed for, and limited to, students returning to campus from study abroad programs in Asia, this course explores the extraordinary economic, social, political, and cultural changes that have occurred in that region over the past 150 years. Students enrolled in the course conduct extensive research on a topic related to modern Asia, make several oral presentations on that research, and complete a substantial term paper. Prerequisite: A term abroad in Asia. (Staff, offered annually)
ATHLETICS, PHYSICAL EDUCATION, AND RECREATION

HOBART COLLEGE
Michael J. Hanna, B.A.; Associate Professor, Director of Athletics
Ronald D. Chase, B.S.; Assistant Lacrosse Coach
Michael C. Cragg, B.S.; Head Football Coach
Matt Daley, B.A.; Assistant Football Coach
Kevin DeWall, B.S.; Assistant Football Coach
Ron Fleury, M.S.; Head Cross Country Coach
Dan Gilbertson, B.S.; Assistant Soccer Coach
Katie Gill, B.S.; Assistant Crew Coach
Shawn Griffin, B.S.; Head Soccer Coach
Michael J. Guerrieri, B.A. & B.S.; Waterfront Director and Head Crew Coach
Scott Iklé, M.S.; Head Sailing Coach
Matt Kerwick, B.A.; Head Lacrosse Coach
Matthew Lindsay, B.A.; Assistant Hockey Coach
Colin Merrick, B.S.; Assistant Sailing Coach
Bill Quinn, B.S.; Head Golf Coach
F. Douglas Reeland, B.S.; Coordinator of Sports Medicine
Richard T. Roche, M.A.; Head Basketball Coach
Brian Rodgers, B.S.; Assistant Lacrosse Coach
Stephanie Sibeto, M.ED., A.T.C.; Assistant Coordinator of Sports Medicine
Mark Taylor, B.S.; Head Hockey Coach and Assistant Golf Coach
Carol Weymuller, B.A.; Head Squash and Tennis Coach
Joeseph Wojtylko, B.A.; Assistant Basketball Coach
Scott Yoder, B.A.; Assistant Football Coach

WILLIAM SMITH COLLEGE
Susan Bassett, M.S.; Associate Professor, Director of Athletics
Sandra Chu, M.S.; Head Crew Coach
Glenn Begly, M.S.; Head Basketball Coach
Nason “Chip” Fishback; Instructor, Head Squash and Tennis Coach
Patricia P. Genovese, M.S.; Instructor, Head Lacrosse Coach, Assistant Director of Athletics
Russ Hess, M.S.; Director, Sport and Recreation Center
Scott Iklé, M.S.; Head Sailing Coach
Kelly Kisner, M.S.; Instructor, Head Swimming and Diving Coach
Sally Scatton, M.S.; Instructor, Head Field Hockey Coach
Jeff Pulli, B.S.; Head Golf Coach
Jack Warner, M.S.; Cross Country Coach
Aliceann Wilber, M.A.; Instructor, Head Soccer Coach, Coordinator of the Outdoor Recreation Adventure (ORAP) Program

Classes and other activities are taught by members of both departments and are open to Hobart and William Smith students, faculty, and staff.

PHYSICAL EDUCATION
The physical education program includes a variety of offerings. Some classes are for course credit while others are categorized as recreational in nature with no course credit given. All courses and clinics are coeducational unless otherwise noted. Some clinics are taught for part of the semester only.

Courses are listed under the following categories:

Formal instruction (PEC, 1/2 credit): aquatics, lifetime services, individual and dual activities.

Informal instruction, clinics (PER no credit).

Wellness (PEW, one credit)

Formal instruction in physical
ATHLETICS, PHYSICAL EDUCATION, AND RECREATION

education (PEC) may count toward one academic course credit only. Students may apply for a minimum of two physical education courses toward fulfillment of one academic course or take the PEW 150 Wellness course for one full credit. See one of the department chairs for further information.

RECREATIONAL CLINICS
PER-informal instruction: May be taught for part of a semester only (length will be determined by the instructor). No credit is given for these courses.

RECREATION AND INTRAMURAL SPORTS
An extensive recreation and intramural sports program is offered. Participation is voluntary and a wide variety of activities is available.

The intramural program provides such activities as tennis, touch football, basketball, volleyball, softball, racquetball, and a host of other team and individual sports for those who wish to take part in competition.

The recreation program encourages individual and small-group activities on a more informal basis. It serves to enhance individual participation in these activities and to provide a variety of structured sports club opportunities, instructional clinic presentations, and open-facility time blocks throughout the year. Individuals are encouraged to request assistance in establishing special interest programs.

The club sports program has two major areas of emphasis—recreational and instructional, and the more structured inter-club competition.

The key to the club sports program is that it is a student-initiated activity and the emphasis is placed on participation. As such, individual clubs determine the range and effectiveness of each program. The following is a list of current sports clubs:

- Aikido (coed)
- Aerobics (coed)
- Badminton (coed)
- Crew (men/women) (coed)
- Cycling (coed)
- Lacrosse (men)
- Karate-Tatsu-Do (coed)
- Running (women)
- Sailing (men/women)
- Scuba (coed)
- Seneca Flyers Frisbee (coed)
- Skeet and Trap (coed)
- Ski racing (coed)
- Outing (coed)
- Rugby (men/women)
- Squash (women)
- Volleyball (coed)
- Weightlifting (men)

INTERCOLLEGIATE
Hobart athletes compete in 11 intercollegiate sports: basketball, crew, cross country, football, golf, ice hockey, lacrosse, sailing, soccer, squash and tennis. Interested students should contact the respective coach or the office at Bristol Gymnasium.

William Smith fields 11 intercollegiate sports: basketball, crew, cross country, field hockey, golf, lacrosse, sailing, soccer, squash, swimming, and tennis. Interested students should contact the respective coach or the office at Winn-Seeley Gymnasium prior to enrollment.

COURSE DESCRIPTIONS
Aquatics
915 Lifeguard Training This course is given for those desiring American Red Cross certification. Swimming stroke improvement, conditioning, practicing, and practical use of all phases of in-the-water life-guarding and out-of-water prevention-supervision methods. Some first aid and artificial respiration methods are included. Prerequisite: swimming test. Fee. (Spring, offered annually)

Typical readings: Red Cross textbooks and manuals
916 Water Safety Instructor This course includes perfection and practice of all recognized swimming strokes and lifesaving techniques plus some first aid and artificial respiration methods. Prerequisite: PEC 915 Lifeguard Training. Fee. (Spring, offered annually)

Typical readings: Red Cross textbooks and manuals

921 Swimming I In this course, novice and beginning swimmers are given adjustment techniques and instruction in basic strokes. The class is divided into non-swimmers and those who desire stroke improvement and endurance development. (Fall, offered annually)

922 Swimming II In this course, strokes are perfected, and diving is introduced. (Spring, offered annually)

930 Scuba Diving This course includes all techniques of the sport. Certification is given for satisfactory completion. Fee. (Offered each semester)

Lifetime Services, Individual, and Dual Activities

901 Martial Arts This course introduces students to Bujinkan Budo Taijutsu. Students learn basic body conditioning, formal greetings, basic fighting postures; taihenjutsu or basic falling, rolling, leaping and evasion skills, and basic punches and kicks. Students are introduced to fundamental ways of moving upon which our art and most other martial arts are based.

940 Theories and Practices of Weight Training In this course, students are instructed and supervised in the proper techniques of weightlifting and use of Eagle and free weights. Individual programs can be designed to suit specific needs. (Spring, offered annually)

980 Athletic Training The objectives of this course are to acquaint and afford opportunity for concentrated study by means of participation, observation, discussion, instruction, and research in the latest techniques, practices, problems, and theories pertaining to athletic training. (Reeland/Sibeto, Spring, offered annually)

989 Essentials of Personal Training This course introduces and explores, to a limited degree, the essential components associated the "personal training" profession. Some of the components covered include exercise programming, facility management, medical screening, safety/liability issues and marketing strategies. While theory/content is traditionally addressed in the classroom, the practical application of some of these components extends into the fitness center and group exercise room. (Hess, Fall, offered annually)

997 Responding to Emergencies This course introduces the first link in the emergency medical system as it relates to disease and trauma. Comprehensive emergency medical procedures are explored. The course is approved and taught by the American Red Cross. Instructor certification available. (Spring, offered annually)

Wellness

150 Introduction to Wellness This course introduces students to the wellness literature, most specifically that which defines the physiology of fitness, nutrition as it relates to human performance, and the biological foundations of stress. From an experiential perspective, students are asked to explore their own life choices within the parameters presented by the theory introduced. The course is intended to be an integrated process for the student, involving theory as well as assessment, intervention, and evaluation. (Spring, offered annually)

152 Mind/Body/Performance

450 Independent Study

999 Standard First Aid/Community CPR/Basic Life Support This course offers four hours of basic first aid, including rescue breathing; airway obstruction; CPR for infant, child, and adult populations; two-person CPR; and use of a mask. The course is approved and taught by American Red Cross instructors. Certification available. (Offered each semester)

Recreational Clinics

914 Racquetball Clinic In this course, students learn the fundamentals of racquetball. (Spring, offered annually)

919 Ice Skating This course enables students to learn the basics of ice skating at the Geneva Ice Rink. Skate rental available. Fee. (Wilber, Fall, offered annually)

920 Total Body Conditioning Advanced theories of fitness and conditioning are taught in this course.
921 **Basic Sailing** In this course, students are instructed in basic sailing skills and the fundamentals of sailing theory. Classes are held at the HWS dock off South Main Street. (Iklé, Fall, offered annually)
   Typical readings: Colgate, *Basic Sailing*; U.S. Sailing, *Starting Right*

922 **Sailing II** Advanced sailing techniques and theories are introduced.

928 **Wally Ball** In this course, students learn a popular new game that combines volleyball skills played off the walls in a squash court. (Scatton, Fall, offered annually)

929 **Field Hockey Clinic** (Scatton, Fall, offered annually)

930 **Paddling** This course offers instruction in canoe and kayak paddling.

935 **Fitness** Basic theories of physical fitness and conditioning are taught with instruction in a variety of fitness activities.

945 **Golf** This course offers an introduction to the game of golf, including technique and etiquette on the course.

950 **Squash I Clinic** In this course, instruction is provided in striking the ball, court position and footwork, serving, and shots. Class discussion includes various aspects of competition and rules of the game. (Fall, offered annually)

952 **Squash II Clinic** In this course, advanced techniques and game strategy are taught. (Fall, offered annually)

955 **Cross-Country Skiing Clinic** This is a course in which basic cross-country skiing techniques are taught and perfected. Transportation is furnished to practice slopes. (Wilber, Fall, offered annually)

956 **Downhill Skiing** In this course, all levels of skiers are accommodated for instruction at nearby Bristol Mountain for one afternoon a week for six weeks. Transportation is furnished. Fee. (Genovese, Fall, offered annually)

957 **Bristol Ski Program** In this course all levels of skiers are accommodated for instruction at nearby Bristol Mountain. One afternoon per week for five weeks. Transportation is provided. Fee.

961 **Tennis I Clinic** This course emphasizes the development of good form in forehand, backhand, serve, volley, and lob. (Offered each semester)

962 **Tennis II Clinic** This course emphasizes correcting errors in fundamental strokes, introducing smash, and understanding and perfecting singles and doubles games tactics. (Offered each semester)

972 **Indoor Soccer Clinic** This course is coeducational and is held in the Sport and Recreation Center. (Wilber, offered each semester)

989 **Essentials of Personal Training** This course will introduce and explore, to a limited degree, the essential components associated with being a personal trainer. Some of the components covered will include: exercise programming, facility management, medical screening, safety/liability issues, and marketing strategies. While theory/content will be traditionally addressed in the classroom, the practical application of some of these components will extend into the fitness center and the group exercise room. (Hess, Fall, offered annually).
BIOLOGY (section updated 10/27/04)

David C. Droney, Ph.D.; Professor, Department Chair
Sigrid A. Carle, Ph.D.; Associate Professor
Mark E. Deutschlander, Ph.D.; Assistant Professor
Thomas J. Glover, Ph.D.; Professor
Kristy L. Kenyon, Ph.D.; Assistant Professor
Elizabeth A. Newell, Ph.D.; Professor
James M. Ryan, Ph.D.; Professor
Brian C. L. Shelley, Ph.D.; Assistant Professor

The biology department offers majors a solid foundation in modern biology and the opportunity for advanced and independent investigation within the framework of a liberal arts curriculum. Biology is a very diverse discipline and a strong foundation requires study in all three of the general areas of biology: cell and molecular biology, organismal biology, and population biology. Accordingly, majors must complete a course in each of these areas (see course lists below).

Biology courses numbered 150 through 212 are intended primarily for first and second-year students; 200-level courses focus on central sub-disciplines of biology and are normally taken by second and third-year students; courses numbered 300 and above are usually taken in the third and fourth year and 400-level courses (Independent Study, 450; Honors, 495; Biology Seminar, 460) are taken in the fourth year. Exceptions to these guidelines must be discussed with a student’s adviser and permission requested of the instructor involved.

Biology offers two types of introductory courses comprising the introductory core, BIOL 150 (Foundations in Biology) offered with laboratory for those desiring a strong survey of the central concepts of biology, and Introductory Biology Topics courses (numbered in the 160s) that address fundamental biological concepts in the context of specialized topics. First and second year students may take either or both of these courses, or two courses numbered in the 160s, but not more than two courses from the introductory core may count toward the major.

Biology offers two disciplinary majors, a B.A. and a B.S., and a disciplinary minor. Only courses completed with a grade of C- or better, both departmental and cognate, may count toward the major. Bidisciplinary courses do not typically count toward a biology major.

REQUIREMENTS FOR THE MAJOR (B.A.) disciplinary, 12 courses
Nine biology courses, seven of which must be taken at HWS; six of nine courses must have a laboratory. One or two courses must be from the introductory core (BIOL 150 and courses numbered in the 160s); BIOL 212; at least one course from each of the areas within biology (cell/molecular and biochemistry, organismal, and population); two courses at the 300 level; at least one course at the 400 level (either Independent Study, BIOL 450, Honors, BIOL 495, or Biology Seminar, BIOL 460); MATH 130; CHEM 240 plus one other chemistry course.

REQUIREMENTS FOR THE MAJOR (B.S.) disciplinary, 16 courses
All of the requirements for the B.A. major, plus four additional courses from biology, chemistry, computer science, geoscience, mathematics, physics, or psychology.
REQUIREMENTS FOR THE MINOR
disciplinary, 6 courses
One or two courses from the introductory core, BIOL 212, and three or four additional biology courses, including at least two with laboratory.

AREAS OF CONCENTRATION
Cell and Molecular Biology and Biochemistry
BIOL 220 General Genetics
BIOL 232 Cell Biology
BIOL 235 Molecular Biology
BIOL 241 Developmental Biology
BIOL 301 Molecular Microbiology
BIOL 315 Advanced Topics

Organismal Biology
BIOL 224 Functional Vertebrate Anatomy
BIOL 233 General Physiology
BIOL 339 Physiological Ecology
BIOL 340 Neurobiology
BIOL 315 Advanced Topics

Population Biology
BIOL 225 Ecology
BIOL 236 Evolution
BIOL 316 Conservation Biology
BIOL 327 Behavioral Ecology
BIOL 315 Advanced Topics

Note: Eligibility toward a biology major and area of concentration of courses taken on off-campus programs will be determined on a case by case basis, but seven of nine courses must be taken from HWS faculty.

COURSE DESCRIPTIONS
146 Biology for Elementary Science This course focuses on the biological concepts and principles that are to be taught in New York state elementary schools. Topics include reproduction, organisms and populations, genetics, evolutionary processes, adaptation, behavior, ecology, and the impact of humans on the natural environment. The course provides students with a solid framework of understandings upon which they can build a science curriculum for their elementary classroom. The course introduces scientific inquiry and discusses the nature of science while students conduct both field and laboratory research. (MaKinster, Fall, offered alternate years, does not count toward major)

150 Foundations of Biology This course introduces the central concepts of biology: evolution and ecology, mechanisms of heredity and gene expression, and the structure and function of organisms and the cells they are composed of. This introductory course provides a conceptual framework for both majors and non-majors alike. For majors, the background provided here allows for deeper exploration of biological topics in advanced courses. For non-majors the topics considered in this course permit a deeper understanding of controversial issues concerning biology in our society. Laboratory exercises reinforce lecture topics and provide an introduction to scientific methodology and experimentation. (Fall, offered annually)
Typical readings: Campbell, et al., Biology; or other biology textbooks and readings from current magazines and newspapers

161 Exercise and Performance This course provides a detailed coverage of the physiological responses to exercise, using both human and animal models. It also emphasizes the how the biological design of cardiovascular, muscular, and skeletal systems limit exercise capacity in different situations. It covers the cellular and biochemical events associated with muscular contraction and fatigue, as well as the role that genes play in determining performance. Topics include muscle contractility, cardiovascular limitations, muscle fatigue, nutritional control of exercise, hormonal responses, and training effects. Without laboratory. (Ryan, offered annually)
Typical readings: McArdle et al., Essentials of Exercise Physiology and articles from Scientific American, The American Journal of Sports Medicine, and other journals

162 Dangerous Diseases Black death, the Spanish flu, AIDS—is the greatest threat to humanity likely to come from a new deadly disease that causes worldwide havoc? This course explores the cell biology, molecular biology and physiology behind some of humanity’s most tenacious infectious diseases such as SARS, Ebola, Hantaan virus, and HIV. Understanding the ecology and evolution of infectious diseases allows assessment of the possibility that a deadly infection could cause another deadly global outbreak. Finally, students explore how scientists combat infectious diseases and whether or not the human genome project and the ability to sequence the genomes of disease causing organisms offer a new mechanisms to fight deadly diseases. (Carle, offered annually)
Typical readings include: chapters from Biological Science by Scott Freeman, and selected articles from Discover, The New York Times, and Scientific American

The "mind" of an animal is known to humans only by the behaviors we are able observe, and questions about animal behavior can be asked only by methods of scientific inquiry. Behavior is not simply a matter of the "brain" that produces it, rather an animal’s behavior, and the brain itself, is the result of evolutionary forces and complex interactions among ecological, genetic, developmental, and physiological processes. This course explores various biological perspectives that attempt to understand the forces that shape individual and group behavior in animals. Topics may include communication, sexual behavior and mating, predator-prey interactions, migration and navigation, biological clocks, and animal intelligence. (Deutschlander, offered alternate years)

Typical readings: Goodenough et al., Perspectives on Animal Behavior, Alcock, Animal Behavior, primary papers on animal behavior

164 A Biotech World: Origins and Implications of Recombinant DNA Technology
With increasing knowledge of DNA structure and function, scientists have acquired powerful tools for tinkering with the genetic makeup of living organisms. To date, our ability to manipulate DNA has had a significant impact in areas such as agriculture, human health and the environment. This course introduces the basic scientific principles behind recombinant DNA technology and its potential applications. Students also address the environmental, ethical, and social issues that surround the use of this technology in our changing world. (Kenyon, offered annually)

Typical readings: G. Acquaah, Understanding Biotechnology: An Integrated and Cyber-based Approach; selected readings from scientific journals

165 Tropical Biology
While tropical forests account for only 7 percent of earth’s land surface, they support at least half of all the world’s species. Why are the tropics so much more diverse than other regions of the world? How did this incredible diversity evolve? What led to the seemingly bizarre appearances and behaviors we observe in many tropical organisms? These are just some of the questions students explore in this course. Throughout the semester students draw upon many important concepts in the fields of ecology, evolution, genetics, botany, zoology, and physiology. (Newell, offered annually)

166 Alien Invaders: Biology of Exotic Species
The introduction of exotic or non-native species into environments in which they did not evolve pose a major risk to native species, especially in the United States. For example, Wilcove et al. (1998) report that of the almost 2,000 species threatened with extinction in the U.S., 49 percent are in this predicament as a result of the introduction of exotic species. This course explores the biology and ecology of invasive, exotic species in order to better understand how they are able to invade successfully, what effects they have on native species, and what might be done to control these species which pose such a significant threat to other species around the globe. As these are complex questions, students touch on a range of major concepts important in the study of biology and biological systems, including evolution, taxonomy, physiology, structural-functional relationships, and ecology.

212 Biostatistics
This course is required for the major and is a prerequisite for all other 200-level biology courses. The treatments presented in this class are applied in nature and require, as background, only an elementary knowledge of algebra and the desire to learn. Subjects discussed include probability as a mathematical system, various probability distributions and their parameters, combinatorics, parameter estimation, confidence intervals, t-tests, various chi-square applications, one- and two-way analysis of variance, correlation, and simple linear regression. The laboratory component of the course includes an introduction to statistical computing on Macintosh computers utilizing statistical packages. Prerequisite: BIOL 130 or a 160-level biology course, or permission of instructor. (Glover, Fall; Droney, Spring; offered each semester)

Typical readings: Glover and Mitchell, An Introduction to Biostatistics

220 General Genetics
This course serves as an introduction to both traditional transmission genetics and modern molecular genetics. The major topics considered are the structure of genetic material, its replication, its transmission, and its expression. Special emphasis is placed on classical principles of transmission genetics, and on the central features of gene action, i.e., transcription and translation. The course, involving lectures and laboratory experience with both animal and plant
systems, is recommended for all biology majors. With laboratory. Prerequisites: BIOL 212. (Glover, offered annually) Typical readings: Klug and Cummings, Concepts of Genetics; readings from the scientific literature

224 Functional Vertebrate Anatomy This course introduces students to the vertebrate body plan and the comparative anatomy of the skeletal, muscular, circulatory, respiratory, and nervous systems of various vertebrates. There is an enormous diversity in vertebrate structure, and the emphasis is toward understanding how anatomical structures function. Attention is also given to the evolution and development of these structures. With laboratory. Prerequisites: BIOL 151, BIOL 152, and BIOL 212. (Ryan, offered annually) Typical reading: Kardong, Vertebrates

225 Ecology This course is an introduction to ecological theories as they apply to individuals, populations, communities, and ecosystems. Topics covered include physiological ecology, population dynamics, competition, predation, community structure, diversity, and the movement of materials and energy through ecosystems. The laboratory is designed to provide experience with sampling techniques and an introduction to the methods of experimental ecology. With laboratory. Prerequisite: BIOL 212. (Newell, offered annually) Typical readings: Krohne, General Ecology, and scientific journal articles

232 Cell Biology An introduction to the fundamental principles that guide the functions of organelles within the cell. Students analyze published experimental data centered around current topics in cell biology such as HIV and cancer. Laboratories include experiments using current cell biology techniques. With laboratory. Prerequisite: BIOL 212. (Carle, offered annually) Typical readings: Alberts et al., Essential Cell Biology; selected articles

233 General Physiology An introduction to the major physiological processes of animals, from the level of cells and tissues to the whole organism. A comparative examination of animals emphasizes basic physiological processes and demonstrates how animals with different selective pressures "solve problems" related to integrating the separate yet coordinate organ systems of their bodies. Students examine relationships between structure and function, mechanisms of regulation, control and integration, metabolism, and adaptation to the environment. Laboratory exercises reinforce lecture topics and emphasize an investigative approach to the measurement of physiological processes. With laboratory. Prerequisite: BIOL 212. (Deutschlander, offered annually) Typical readings: Randall et al., Animal Physiology; articles from the scientific literature

235 Molecular Biology This course is designed to provide a broad understanding of molecular biology while focusing on current research within the field. Topics covered include eukaryotic genome structure and organization, biotechnology, and control of gene expression using examples from both plant and animal systems. Laboratory exercises emphasize current molecular biology techniques focusing on one experimental system. With laboratory. Prerequisite: BIOL 212. (Kenyon, offered annually) Typical readings: Weaver, Molecular Biology; selected articles

236 Evolution Evolution is often referred to as the great unifying principle of all the biological sciences. In this course, both micro-evolutionary process and macro-evolutionary patterns are discussed. Micro-evolution involves studying current evolutionary processes (such as natural selection, sexual selection, and genetic drift) using techniques from population, quantitative, and molecular genetics. Additional topics include levels of selection, adaptation, and ecological factors important for evolutionary change. Evolutionary processes also are central to the understanding of past events and, therefore, topics such as biological diversity, speciation, phylogeny, and extinction are also discussed. With laboratory. Prerequisite: BIOL 212. (Droney, offered annually) Typical readings: Freeman and Herron, Evolutionary Analysis; selected articles

301 Molecular Microbiology This course gives an overview of the cell biology, genetics, and molecular biology of microorganisms. The first part of the course concentrates on understanding the unique cellular and molecular biology of bacteria. The second part of the course covers microbial diversity and how our understanding of microbial diversity and ecology have led to the use of microorganisms in biotechnology. For the last section the course, students discuss host-parasite relationships and immunology. Prerequisite: BIOL 212. (Carle, offered alternate years) Typical readings: Biology of Microorganisms
by Brock, Madigan, Martinko, and Parker; and selected journal articles

315 Advanced Topics in Biology An in-depth study of topics of current research interest. Examples of courses include Darwinian Medicine; Aquatic Ecology; Biochemistry for Biologists; Behavioral Neurobiology. Prerequisites: Two courses beyond BIOL 212. (Staff, offered annually)

316 Conservation Biology Conservation biology is a relatively new discipline in biology that addresses the alarming loss of biological diversity around the globe. The basic goals of the discipline are to understand the causes and consequences of this loss while also developing practical approaches to prevent extinction and preserve biodiversity on a global basis. The discipline combines a variety of other disciplines including population ecology and genetics, community and ecosystem ecology, and other, non-biological disciplines including economics, and resource and land management. The course combines lecture and laboratory and a considerable amount of class time is dedicated to the discussion of current literature in the field. Prerequisites: two courses beyond BIOL 212. (Shelley, offered alternate years)

Typical readings: R. Primack, Essentials of Conservation Biology; readings from the scientific literature

327 Behavioral Ecology The specific behaviors employed by organisms to solve the “problems” associated with survival and reproduction have been shaped through time by evolutionary forces. Thus, to understand why individuals behave as they do, we must understand the nature of the complex interactions between individual and the environment, including social interactions with other individuals of the same species, in the past and present. This evolutionary approach to understanding behavior is the focus of the discipline of behavioral ecology. Emphasis is placed on why organisms within populations of species vary in behavior, in addition to the more traditional approach of relating ecology and behavior across species. Topics may include social behavior and mate choice, animal and plant signaling, foraging tactics, and the genetics of behavior. Prerequisites: Two courses beyond BIOL 212. (Droney, offered alternate years)

Typical readings: Krebs and Davies, Introduction to Behavioral Ecology; readings from the scientific literature

339 Physiological Ecology Physiological ecology is the study of interactions between organisms and their environment, with an emphasis on the physiological attributes of organisms that influence their performance in a given environment. It is also concerned with the evolution of physiological, anatomical, and biochemical characteristics of organisms, and examines the relationship of these characteristics to fitness. This course focuses on the physiological ecology of plants and provides an introduction to current research questions and methods. Prerequisites: two courses beyond BIOL 212. (Newell, offered alternate years)

Typical readings: Larcher, Physiological Plant Ecology; and readings from current scientific literature

340 Neurobiology In this course students examine concepts and experimental models in cellular and systems neurobiology in order to gain a better understanding of how the nervous system is integrated to produce simple and complex behaviors. After a consideration of how individual neurons function, students examine (1) how parts of the nervous system are specialized to sense and perceive the environment, (2) how commands are initiated and modified to produce smooth, well-controlled movements, (3) how more complex functions of the nervous system (such as emotions, language, homeostasis, etc.) are produced by neural networks, and (4) how neural plasticity and learning allow nervous systems to be modified by experience. Because neurobiology is an inherently comparative field, students examine neural processes that demonstrate basic concepts that are inherent to neurological systems both in invertebrates and vertebrates (including humans). Laboratories include some computer simulations of neuronal physiology and “wet lab” experiments designed to introduce students to techniques for investigation of the neural basis of behavior. Prerequisites: two courses beyond BIOL 212. (Deutschlander, offered alternate years)

Typical readings: Purves, Neurosciences; Carew, Behavioral Neurobiology; selected review and primary research articles
CHEMISTRY

341 Developmental Biology This course examines animal development from gamete formation through organ development. Emphasis is placed on current questions and research methods. Typical lecture topics include fertilization, axis formation, limb development, and cell-cell interactions. Laboratory exercises allow students to investigate normal developmental processes as well as factors that interfere or disrupt them. Prerequisites: two courses beyond BIOL 212. (Kenyon, offered alternate years)

Typical readings: Gilbert, S., Developmental Biology; current research articles

450 Independent Study Attendance at all biology seminars, generally held on alternate Friday afternoons, is required of all students conducting independent study.

460 Biology Seminar The biology seminar is intended as a capstone experience that integrates knowledge learned in previous biology courses. Seminar topics are selected by the faculty and announced in advance in the registration handbook. Past topics have included Sex, Evolution and Behavior; Genomics; Biology of Cancer. Seminars are a detailed exploration of a current topic in biology. Prerequisite: open only to senior biology majors, except with permission of the instructor. (Offered each semester)

Typical readings: Current journal articles from the scientific literature

495 Honors Attendance at all biology seminars, generally held on alternate Friday afternoons, is required of all students doing Honors.

CHEMISTRY

Walter J. Bowyer, Ph.D.; Professor, Department Chair
David W. Craig, Ph.D., Professor, Philip J. Moorad ’28 and Margaret N. Moorad Professor of Science
Christine R. de Denus, Ph.D.; Assistant Professor
Justin S. Miller, Ph.D.; Assistant Professor
Carol A. Parish, Ph.D.; Associate Professor
Erin T. Pelkey, Ph.D.; Assistant Professor
Martel Zeldin, Ph.D.; Senior Research Associate

The chemistry curriculum is designed for students with a wide variety of interests and needs, from an introduction taken to satisfy personal interest to a strong preparation for careers in chemistry, chemical engineering, teaching, medicine, medical research, biochemistry, and environmental or industrial chemistry.

The chemistry curriculum is approved by the Committee on Professional Training of the American Chemical Society. By completing a program that includes CHEM 322, 348, 436, 437, 450, a student obtains an American Chemical Society-certified major in chemistry. This program is recommended for those planning graduate work in chemistry, chemical engineering, and related fields, or for those pursuing a career as a practicing industrial chemist. Those wishing a certified major should plan their programs with the department chair. Chemistry can also be a major supporting a joint degree program in chemical engineering. Contact the department chair for details.

Chemistry offers majors in two disciplinary tracks, chemistry and biochemistry, at the B.A. and B.S. degree levels and a minor in chemistry. All courses, departmental and cognate, must be completed with a grade of C- or better.
in order to be credited toward the major. Credit/no-credit grading options should not be used for departmental or cognate courses. Chemistry 460, senior seminar, is strongly recommended for all majors but may not count as one of the 13 courses for the B.A. or one of the 16 courses for the B.S. Independent Study research (CHEM 450, 490, 495) is strongly recommended but may not count as one of the 13 courses for the B.A. degree.

REQUIREMENTS FOR THE MAJOR IN CHEMISTRY (B.A.)
disciplinary, 13 courses
CHEM 110, 120, 210, 240, 241, 320, 322; two additional 300- or 400-level chemistry courses not to include CHEM 450, 460, 490, or 495; MATH 130 Calculus I; MATH 131 Calculus II; PHYS 150 Introductory Physics I and PHYS 160 Introductory Physics II.

REQUIREMENTS FOR THE MAJOR IN CHEMISTRY WITH A CONCENTRATION IN BIOCHEMISTRY (B.A.)
disciplinary, 13 courses
CHEM 110, 120, 240, 241, 320, 348, 449, plus one additional biology elective, plus one additional biology or chemistry elective not to include CHEM 450, 460, 490, or 495; MATH 130 Calculus I, MATH 131 Calculus II; PHYS 150 Introductory Physics I and PHYS 160 Introductory Physics II.

REQUIREMENTS FOR THE MAJOR IN CHEMISTRY (B.S.)
disciplinary, 16 courses
CHEM 110, 120, 210, 240, 241, 320, 322, 348, 436, 437, and 450; MATH 130 Calculus I; MATH 131 Calculus II; PHYS 150 Introductory Physics I; PHYS 160 Introductory Physics II; and one additional course in the natural sciences.

REQUIREMENTS FOR THE MAJOR IN CHEMISTRY WITH A CONCENTRATION IN BIOCHEMISTRY (B.S.)
disciplinary, 16 courses
CHEM 110, 120, 240, 241, 320, 322, 348, 449, and 450; plus one additional biology elective, plus two additional biology or chemistry electives; MATH 130 Calculus I; MATH 131 Calculus II; PHYS 150 Introductory Physics I; and PHYS 160 Introductory Physics II.

REQUIREMENTS FOR THE MINOR IN CHEMISTRY
disciplinary, 6 courses
CHEM 110, 120, 240, 320, 241; one additional chemistry course from the 300-400 levels, not to include CHEM 450, 460, 490, or 495.

COURSE DESCRIPTIONS

110 Molecules That Matter  This course presents a survey of chemical concepts in the context of understanding technology that impacts our lives. Fundamental chemistry is illustrated by applications to air pollution (including global warming and ozone depletion), water pollution, energy production, nutrition, and drug design. Laboratory exercises study water chemistry of Seneca Lake, local acid rain, analysis of food, and computer visualization of drug interactions in the body. Field trips include cruises on The William Scandling research vessel. No prerequisites. (Fall, offered annually)

120 Chemical Reactivity  A close look at qualitative and quantitative aspects of chemical reactivity. Questions concerning whether a reaction will occur and at what rate are explored. Does the reaction require heat or liberate heat? To what extent will the reaction proceed? Relationships of chemical reactivity to atomic and molecular structure are stressed with emphasis on periodic patterns of reactivity. Laboratory exercises illustrate these quantitative principles with various types of reactions. Three lectures and one laboratory per week. Prerequisite: CHEM 110 or a satisfactory score on a CHEM 110 equivalency examination. (Spring, offered annually)
210 Quantitative Chemical Analysis This course is a study of aqueous and nonaqueous solution equilibria including theory and application of acid-base, complexation, oxidation-reduction reactions, and potentiometric methods of analysis. The second part of the course includes an introduction to absorption spectroscopy, analytical separations, and the application of statistics to the evaluation of analytical data. Laboratory work emphasizes proper quantitative technique. Normally taken in the junior year. Prerequisite: CHEM 120. (Bowyer, Spring, offered annually)

240 Organic Chemistry I An introduction to the study of organic molecules, their syntheses, and reactions. The course is organized in terms of functional groups including alkanes, alkyl halides, alcohols, alkenes, alkyne, dienes, aromatic compounds, and heterocyclic compounds. Additional topics include stereochemistry and spectroscopy. The laboratory emphasizes learning modern techniques and the identification of unknown compounds using spectroscopic methods. Prerequisite: CHEM 120 (Pelkey, Miller, Fall, offered annually)

241 Organic Chemistry II This course is a continuation of CHEM 240 with an increased emphasis on mechanism and synthetic strategies. New classes of compounds introduced in this course include epoxides, organometallics, carboxyl compounds, carboxylic acid derivatives, and amines. Additional topics included pericyclic reactions and an introduction to several types of important biomolecules such as steroids, fatty acids, terpenes, peptides, nucleosides, and carbohydrates. The laboratory emphasizes the synthesis of new compounds and includes an independent project. Prerequisite: CHEM 240. (Pelkey, Miller, Spring, offered annually)

260 Environmental Chemistry This course explores all aspects of the chemistry of the environment, but emphasizes human impact on the atmosphere. For example, the ozone hole, acid rain, and global climate change will be studied in detail. Aerosols, colloids, and the importance of surfaces will also be explored. Pollution in water and soil, especially when impacted by the chemistry of the atmosphere, is introduced. Throughout the course, chemical processes are explained emphasizing kinetic and equilibrium models. Prerequisite: CHEM 110 and 120. (Offered alternate years)

302 Forensic Science This course describes basic scientific concepts and technologies that are used in solving crimes. Students are introduced to a number of techniques such as mass spectrometry, gas chromatography, ultraviolet-visible spectroscopy, Fourier transform infrared spectroscopy, x-ray diffraction, high performance liquid chromatography and 0 electroforephoresis. Descriptions of how these methods of analysis are used in many facets of forensic science such as drug analysis, toxicology, arson investigations, hair, fiber, and paint analyses, and fingerprinting will be summarized. Students also spend a few weeks of this course putting theory into practice by conducting hands-on experiments in the laboratory. (de Denus, alternate years)

320 Physical Chemistry I This course offers a fundamental and comprehensive introduction to kinetics and thermodynamics. Thermodynamics is one of the most powerful tools of science as it is a systematic method for understanding the flow of energy and heat between macroscopic bodies. Thermodynamics focuses on understanding systems at equilibrium and is concerned only with the initial and final state of a system. Kinetics, on the other hand, deals with the time dependence of the molecular system and how quickly or slowly the reaction proceeds. This course also provides a review of various mathematical tools that are widely used in chemistry. Laboratory. Prerequisite: CHEM 120, MATH 131, and PHYS 160 or permission of instructor. (Parish, Fall, offered annually)

322 Physical Chemistry II This course explores the realm of the electron, focusing on electron behavior at its most fundamental level. The course focuses on understanding quantum mechanics and how the interaction of radiation and matter gives rise to the spectroscopic instruments so crucially important in modern chemistry. Subjects discussed include wave mechanics, the harmonic oscillator and rigid rotator as models for vibration and rotation, chemical bonding and structure, approximation methods that allow quantum mechanics to be applied to large macromolecular systems, and various types of emission and adsorption spectroscopies. This course also reviews the mathematical tools necessary for understanding physical systems at the atomic and molecular level. Laboratory. Prerequisite: CHEM 120, MATH 131, and PHYS 160 or permission of instructor. (Parish, Spring, offered annually)
436 Advanced Inorganic Chemistry  The descriptive chemistry of a wide variety of inorganic and organometallic compounds is unified with structure, bonding, and reaction mechanism concepts. Topics such as group theory, metal catalysis, ligand and molecular orbital theory, and bioinorganic chemistry are introduced. Laboratory work provides the opportunity to learn advanced techniques such as inert atmosphere synthesis, NMR, and electrochemistry. Prerequisite: CHEM 322 or permission of instructor. (deDenus, Spring, offered annually)

437 Instrumental Analysis  Analysis is an important part of any chemical investigation. This course examines the theory and practice of typical modern instrumental methods of analysis with emphasis on electrochemical, spectroscopic, and chromatographic techniques. Laboratory. Prerequisites: CHEM 210 and CHEM 320. (Bowyer, Fall, offered annually)

447 Advanced Organic Chemistry  This course offers an advanced treatment of a selected group of topics in organic chemistry which could include: asymmetric synthesis, synthetic organometallic chemistry, combinatorial chemistry, solid-phase chemistry, heterocycles, carbohydrate chemistry, pericyclic reactions/frontier molecular orbitals, advanced spectroscopy, and/or natural products total synthesis. The emphasis of the course is to further understanding of fundamental concepts in organic chemistry including mechanism, structure, and/or synthesis. Prerequisites: CHEM 241 (Pelkey, Miller, offered occasionally)

448 Biochemistry I  The first part of this course involves the study of the structure, function, and physical properties of biological macromolecules. These include proteins, carbohydrates, and lipids, with particular emphasis on the kinetics and mechanisms of enzyme catalysis. The second part of the course deals with carbohydrate metabolic pathways, principles of bioenergetics, electron transport, and oxidative phosphorylation. Laboratory. Prerequisites: CHEM 241 and CHEM 320, or permission of the instructor. (Craig, Fall, offered annually)

449 Biochemistry II  A continuation of CHEM 348, the first half of this course covers integrated intermediary metabolism of lipids, amino acids, and nucleic acids. The second half deals with chemical mechanisms of DNA replication, transcription, and translation. Special topics such as muscle contraction, mechanisms of hormone action, recombinant DNA, and neurochemistry are discussed. Laboratory. Prerequisite: CHEM 348. (Craig, Spring, offered annually)

450 Independent Study  (Offered each semester)

460 Senior Seminar  (Staff, offered each semester)

490 Industrial Internship  The internship offers students the opportunity to work on research and development in industrial settings in the Finger Lakes region. Students may elect to take one to three credits in a term. An effort is made to match each student with an industry corresponding to his/her interest. Student work is supervised both by a faculty member and by an industrial supervisor. Prerequisite: Permission of instructor. (Offered each semester)

495 Honors  (Offered each semester)
CHILD ADVOCACY

Coordinating Committee
Cynthia Sutton, Education, Coordinator
Debra DeMeis, Psychology
Helen McCabe, Education
Lilian Sherman, Education
Andy Walters, Psychology
Mary Beth Wilson, Psychology

The child advocacy minor engages students in the study of issues important to children, especially the problems children face regarding physical and emotional health, material support, social relationships, and educational needs. It explores three components of child advocacy: 1) child development, 2) the family and other social contexts affecting children, and 3) social, educational and legal strategies for advocacy on children’s behalf.

The child advocacy minor meets the interdisciplinary minor requirement.

REQUIREMENTS FOR THE MINOR
interdisciplinary, 5 courses
The minor consists of five courses, from at least two divisions, with no more than three courses from any one department. The five courses must include one development core course, one family core course, and one advocacy core course. The remaining two courses may be selected from other core course options or from the electives. The five courses selected for the minor must reflect a cohesive theme. Three of the five courses must be unique to the minor.

CORE COURSES
Development
- EDUC 202 Human Growth and Development
- EDUC 203 Children with Disabilities
- PSY 203 Introduction to Child Psychology and Human Development
- PSY 205 Adolescent Psychology

Family
- ANTH 230 Beyond Monogamy
- EDUC 332 Disability, Family, and Society
- SOC 225 Sociology of the Family
- SOC 310 Generations

Advocacy
- ALST 200 Ghettoscapes
- BIDS 307 Children in Contexts
- ECON 122 Economics of Caring
- EDUC 333 Literacy
- SOC 290 Sociology of Community

Other service-learning courses may count toward the advocacy core with permission of the child advocacy minor adviser. The Boston and Geneva Collaborative Internships may count toward the advocacy core with permission of the child advocacy minor adviser. Individually designed course equivalents may count toward the advocacy core with permission of the child advocacy minor adviser.

Electives
- ECON 248 Poverty and Welfare
- EDUC 337 Education and Racial Diversity in the U.S.
- EDUC 338 Inclusive Schooling
- EDUC 460 Baccalaureate Seminar: Moral and Ethical Issues in Education
- HIST 208 Women in American History
- PEHR 215 Teaching for Change
- PHIL 130 Moral Dilemmas: Limiting Liberty
- PHIL 150 Issues: Justice and Equality
- POL 236 Urban Politics and Public Policy
- POL 333 Civil Rights
- POL 364 Social Policy and Community Activism
- POL 375 Feminist Legal Theory
- SOC 258 Social Problems
- PSY 370 Topics in Developmental Psychology
- WRRH 302 Op-Ed: Writing Political and Cultural Commentary

Other liberal arts courses may count as electives with permission of the child advocacy minor adviser. One Independent Study course with appropriate departmental prefix may count as an elective course with permission of the child advocacy minor adviser.
The Chinese program offers a variety of courses in language, literature, history, religion, and culture. Faculty are trained language teachers and scholars who have specialized in one of the major fields of Chinese studies. The program teaches modern Mandarin Chinese spoken in China, Taiwan, and other Chinese communities. Classical Chinese is taught according to demand.

The Chinese program is a member of the Council for International Education Exchange (CIEE) Chinese Language Consortium. Students who have finished CHIN 202 in good standing can be recommended to participate in the CIEE program in Beijing, Nanjing, or Taipei. The Chinese program can also arrange for qualified students to study at the Mandarin Training Center or other language institutes in Taiwan. Qualified heritage learners may enroll in Overseas Chinese Youth Tour, a summer Chinese language camp in Taipei, Taiwan.

The Chinese program does not offer a separate major or minor in Chinese at this point, but all courses in the Chinese program are crosslisted with the Asian languages and cultures department and may count toward requirements for the major or minor in Asian language and culture. See the Asian languages and cultures section of this Catalogue for related information.

CROSSLISTED COURSES

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>FSEM 105</td>
<td>Image of China</td>
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<td>ASN 209</td>
<td>The Golden Age of Chinese Culture</td>
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<td>ASN 210</td>
<td>Buddhism and Taoism through Chinese Literature</td>
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<td>ASN 212</td>
<td>Women in Contemporary Chinese Culture</td>
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<td>ASN 220</td>
<td>Male and Female in East Asian Society and Culture</td>
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<tr>
<td>ASN 236</td>
<td>Society and Culture in China</td>
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<tr>
<td>ASN 312</td>
<td>Literary and Historical Memory in China</td>
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<tr>
<td>ASN 342</td>
<td>Chinese Cinema: Gender, Politics, and Social Change in Contemporary China</td>
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COURSE DESCRIPTIONS

101 Beginning Chinese I
An introduction to modern Mandarin Chinese, the course begins with the Chinese sound, romanization, and writing systems. The focus is on speaking, listening, and reading, although writing is included in assignments and tests. While both traditional and simplified characters are taught, emphasis is on traditional characters. The principal text used in this course is Integrated Chinese, in which approximately 200 traditional characters are introduced. The class meets three days a week. Two separate drill sessions are arranged for further practices. (Zhou, Fall, offered annually)

102 Beginning Chinese II
A continuation of CHIN 101, this course further introduces some complex sentence patterns and the fundamentals of grammar. Writing is stressed more than in CHIN 101. Approximately 200 more traditional characters are introduced. Translation and composition are assigned to help students develop the ability to think and speak accurately. Class discussions require the use of patterns and words taught. Prerequisite: CHIN 101 or the equivalent. (Zhou, Spring, offered annually)

201 Intermediate Chinese I
This course reviews patterns, grammar, and reinforces the conversational skills taught at the beginning level. Reading materials include short narratives and stories. Writing assignments require students to learn to use Chinese dictionaries. Prerequisite: CHIN 102 or the equivalent. (Huang, Fall, offered annually)

202 Intermediate Chinese II
This course is a continuation of CHIN 201. Chinese is used increasingly as the medium of instruction and discussion. Prerequisite: CHIN 201 or the equivalent. (Huang, Spring, offered annually)

301 Advanced Chinese I
This course is a continuation of CHIN 202. Only Chinese is used in class. Intensive conversation, writing, and translation are required. Vocabulary
build-up is much stressed. Prerequisite: CHIN 202 or the equivalent. (Huang, Fall, offered annually)

302 Advanced Chinese II This course is a continuation of CHIN 301. Chinese remains the only language used in class. Supplementary readings are used to train students' translation ability. Prerequisite: CHIN 301 or the equivalent. (Staff, offered occasionally)

450 Independent Study Special arrangement is made for individual students to study a specific subject related to traditional or modern Chinese literature and culture. (Staff, offered annually)

The department offers disciplinary majors and minors in classics, Latin and Greek. The department also coordinates both a disciplinary and interdisciplinary minor in classical studies. The classical studies minor approaches the study of ancient Greek and Roman civilization from various directions, with various

Michael Armstrong, Ph.D.; Associate Professor, Department Chair
Leah Himmelhoch, Ph.D.; Assistant Professor

Offerings in the Department of Classics explore all aspects of the languages and cultures of ancient Greece and Rome, the context of their interaction with the rest of the Mediterranean world, and their subsequent influence on our own day. The study of the classics, therefore, reveals important aspects of ancient cultures, raising new and fresh questions and insights both about antiquity and about the world in which we live. The department’s faculty is also committed to understanding, both historically and theoretically, issues of gender, class, and race.

Courses in the Department of Classics invite students to discover the literatures and cultures of ancient Greece and Rome. Courses in Greek and Latin focus on important texts in the original languages; these courses aim to develop a facility in reading Greek and Latin and to sharpen skills in literary criticism. Courses in classical civilization use materials exclusively in English translation and require no prerequisites; they offer students from the entire Colleges’ community an opportunity to study classical literature and institutions in conjunction with a major, minor, or interdisciplinary work in the humanities.

The department offers disciplinary majors and minors in classics, Latin and Greek. The department also coordinates both a disciplinary and interdisciplinary minor in classical studies. The classical studies minor approaches the study of ancient Greek and Roman civilization from various directions, with various
modes of inquiry. It is a less linguistically oriented alternative offered to those who are interested in antiquity but not primarily interested in the ancient languages themselves.

All courses toward any of the majors or minors offered by Classics must be completed with a grade of C- or higher.

**REQUIREMENTS FOR THE CLASSICS MAJOR (B.A.)**
*disciplinary, 12 courses*
Four courses in Greek and four in Latin, including at least one 300-level course in each language. Four additional classics courses or courses approved by the department. No more than two 100-level language courses may count towards the major.

**REQUIREMENTS FOR THE CLASSICS MINOR**
*disciplinary, 5 courses*
Three Greek and two Latin courses or two Greek and three Latin. No more than three 100-level language courses may count towards the minor.

**REQUIREMENTS FOR THE CLASSICAL STUDIES MINOR**
*disciplinary, 5 courses*
Two courses in either Latin or Greek language; three courses, including two courses from one of the classical studies groups and one course from a second group or one from each of three different groups.

**REQUIREMENTS FOR THE CLASSICAL STUDIES MINOR**
*interdisciplinary, 5 courses*
Same as for the disciplinary minor, but selection of courses must include at least one course from the classical studies group in a division outside of the humanities.

**REQUIREMENTS FOR THE GREEK MAJOR (B.A.)**
*disciplinary, 12 courses*
Seven courses in Greek language, at least four of which are at the 200 level and one of which is at the 300 level; five additional courses selected from classics or other courses with appropriate content approved by the adviser.

**REQUIREMENTS FOR THE GREEK MINOR**
*disciplinary, 5 courses*
Five courses in the Greek language, at least three of which are at the 200 level or above.

**REQUIREMENTS FOR THE LATIN MAJOR (B.A.)**
*disciplinary, 12 courses*
Seven courses in the Latin language, at least four of which must be at the 200 level and one at the 300 level, and five additional courses from classics or other courses with appropriate content approved by the adviser.

**REQUIREMENTS FOR THE LATIN MINOR**
*disciplinary, 5 courses*
Five courses in Latin language, of which at least three must be at the 200 level or above.

**CLASSICAL STUDIES COURSES**

**History and Anthropology**
- ANTH 102 World Prehistory
- ANTH 206 Early Cities
- ANTH 210 Prehistoric Ecology
- CLAS 202 Athens in the Age of Pericles
- CLAS 230 Gender in Antiquity
- CLAS 251 The Romans: Republic to Empire
- CLAS 275 Special Topics: Greek and Roman Archaeology

**Literature**
- CLAS 108 Greek Tragedy
- CLAS 112 Classical Myths
- CLAS 213 Ancient Comedy
- CLAS 228 Classical and African Epic
- WRRH 312 Power and Persuasion
Religion and Philosophy

CLAS 125 Greek and Roman Religion
PHIL 370 Ancient Philosophy
REL 254 The Question of God/Goddess
REL 258 The Qu’ran and the Bible

Arts

ART 101 Ancient to Medieval Art
ART 116 World Architecture

CLASSICAL CIVILIZATION COURSE DESCRIPTIONS

Courses requiring no knowledge of Greek or Latin, with no prerequisites, and suitable for first- through fourth-year students.

108 Greek Tragedy This course is a reading in English translation of selected plays of Aeschylus, Sophocles, and Euripides—the earliest examples of one of the most pervasive genres of Western literature. Each play is considered both in its own right and in relation to larger issues, such as the tragic treatment of myth, relevance to contemporary Athenian problems, and the understanding of the world that these plays might be said to imply. Through attention to matters of production, an attempt is made to imagine the effect of the plays in performance in the Athenian theatre. The course considers, in addition, possible definitions of tragedy, with the aid both of other writers’ views and of experiences of the texts themselves. (Offered every four years)

112 Classical Myths In this course, students study ancient creation myths, the mythology of the Olympian gods, and Greek heroic and epic saga. Particular attention is paid to ancient authors’ exploration of universal human themes and conflicts, mythology as an embodiment and criticism of ancient religious beliefs and practices, and the treatment of mythological themes in the ancient and modern visual arts. (Offered every four years)

125 Greek and Roman Religion This course is an introduction to Greek and Roman religious thought and practice: the pre-Greek “goddess worship” of Minoan Crete, the Greek Olympians and the “mystery religions,” the impersonal agricultural deities of the early Romans, the Greek and Roman philosophical schools, Christianity’s conquest of the Empire and the Empire’s regimentation of Christianity. Attention is paid to the practice of animal sacrifice, the Greek and Roman religious festivals, the contrast between public and private cult, the tolerance of religious diversity under paganism vs. the intolerance of monotheism, and pagan ideas of personal salvation. The course’s approach is historical. (Offered every four years)

Typical readings: Homer, Iliad; R. Garland, Religion and the Greeks; K. Dowden, Religion and the Romans; Epicurus, Letter to Herodetus, Letter to Menoeceus; Marcus Aurelius, Meditations (selections); Epictetus, Discourses (selections); Gospel of Mark; Gospel of Thomas; Philo, Embassy to Gaius (selections); Eusebius, Ecclesiastical History (selections); Paul, Galatians, I Timothy

202 Athens in the Age of Pericles The great age of Athenian democracy, so fertile in its influence on our own culture, is the focus of this course, with particular attention paid to the social and political history, the intellectual life, the art, and the literature of the period. Issues such as imperialism and the exclusion of certain categories of people from full participation in the democracy are emphasized. The course traces Periclean Athens’ antecedents in the archaic period and its end under the effects of the Peloponnesian War. (Offered every four years)

Typical readings: Plutarch, Pericles, Alcibiades; Aeschylus, Sophocles, Euripides, Aristophanes: selected plays; Herodotus, Histories (selections); Thucydides, The Peloponnesian War; Lysias, selected orations

228 Classical Epic This course includes epics from ancient Mesopotamia, Greece, Rome, and Africa, all of which arose at critical moments in the development of their respective civilizations. Through a detailed study of these texts students examine the genre of epic poetry—its form and style, assumptions, values, and attitudes—along with the relation of each poem to the culture which produced it, and an eye toward similarities and differences. Epic poetry was, for each of these civilizations, one of the most significant bearers of its intellectual and cultural history. (Offered every four years)

Typical readings (all in English): Gilgamesh, Iliad, Odyssey, Aeneid

230 Gender in Antiquity Ancient Greek and Roman literature were powerful forces in shaping attitudes toward and expectations for men and women that have continued into the 20th century. Through readings (in English translation) of Greek and Roman literature
from what were very patriarchal societies, students explore the attitudes of these ancient peoples toward issues of sex and gender. Students examine from both traditional and feminist perspectives material written by both men and women from different classes and cultures, with a view to assessing how ancient attitudes toward sex and gender have informed our own. (Offered every four years)

Typical readings: selections from Sappho, Homer, Herodotus, Sophocles, Euripides, Aristophanes, Plato, Aristotle, Livy, Catullus, Ovid; Winkler, Constraints of Desire; Keuls, The Reign of the Phallus

251 The Romans: Republic to Empire This course surveys the “Roman Revolution,” from 140 B.C. to A.D. 70: the destruction of the Republic by Julius Caesar and Augustus’ founding of the Empire. Students trace the political evolution of Rome through these two centuries and read several central works by ancient authors of this period. The course also considers the “everyday life” of the Romans—the conditions of the rich, poor, and slave, the changing status of women, and religious and philosophical pluralism within the Empire. The course thus aims to be an introduction to Roman history and culture during its central era. (Offered every four years)

Typical readings: Scullard, From the Gracchi to Nero; Tingay, These Were the Romans; Vergil, Aeneid; Cicero, Fifth Verrine, Pro Caelio, Second Philippic; Sallust, Catiline; Plutarch, T. Gracchus, Sulla, Julius Caesar, Cicero, Mark Anthony; Suetonius, Julius Caesar, Augustus, Nero; Seneca, Letters From a Stoic, Thyestes; Lucretius, On the Nature of Things (selections); Catullus, Ovid (selected “love” poems)

450 Independent Study (By arrangement)

495 Honors (By arrangement)

Greek Course Descriptions

101 Beginning Greek I “There is one criterion, and one only, by which a course for the learners of a language no longer spoken should be judged: the efficiency and speed with which it brings them to the stage of reading texts in the original language with precision, understanding, and enjoyment.” This statement by Sir Kenneth Dover characterizes the approach to learning Greek pursued in the beginning sequence (GRE 101, GRE 102). The aim of this sequence is to provide students with the vocabulary and grammatical skills necessary to read ancient Greek authors as quickly as possible. This language study also offers an interesting and effective approach to the culture and thought of the Greeks. No prerequisites. (Fall, offered annually)

Typical readings: Scullard, From the Gracchi to Nero; Tingay, These Were the Romans; Vergil, Aeneid; Cicero, Fifth Verrine, Pro Caelio, Second Philippic; Sallust, Catiline; Plutarch, T. Gracchus, Sulla, Julius Caesar, Cicero, Mark Anthony; Suetonius, Julius Caesar, Augustus, Nero; Seneca, Letters From a Stoic, Thyestes; Lucretius, On the Nature of Things (selections); Catullus, Ovid (selected “love” poems)

102 Beginning Greek II A continuation of GRE 101, this course continues and completes the presentation of basic Greek grammar and vocabulary and increases students’ facility in reading Greek. Prerequisite: GRE 101 or the equivalent. (Spring, offered annually)

205 The Greek New Testament In this course, students read one of the canonical gospels in the original Greek and the other three in English translation. Class work emphasizes the grammatical differences between koine Greek and Classical Greek. The course considers the numerous non-canonical gospels and investigates the formation of the New Testament canon. Students examine textual variants in the biblical manuscripts and discuss the principles that lead textual critics to prefer one reading over another. The theory that Matthew and Luke are based on Mark and a hypothetical document “Q” is critically investigated. The course also introduces students to modern approaches to New Testament study: form, redaction, rhetorical, and postmodern criticisms. Prerequisite: GRE 102 or the equivalent. (Offered every three years)

213 Plato In this course, a Platonic dialogue such as the Symposium, the Apology, or the Crito is read in Greek, with attention directed to the character and philosophy of Socrates as they are represented by Plato. It includes a review of Greek grammar. Prerequisite: GRE 102 or the equivalent. (Offered every three years)

223 Homer This course is a reading in Greek and discussion of some of either Homer’s Iliad or Odyssey, with the entire poem read in English. Some attention is given to the cultural and historical setting and to the

Classics Courses Offered Occasionally

175 Special Topics
209 Alexander the Great
213 Ancient Comedy
221 Rise of the Polis
275 Special Topics
283 Aristotle
290 Classical Law and Morality
nature of Homeric language, but the course aims at an appreciation, through readings in the original, of the Iliad or Odyssey as a poetic masterpiece. Prerequisite: GRE 102 or the equivalent. (Offered every three years)

234 Herodotus In this course, selections from Herodotus’ Histories are read in Greek, with much of the rest read in English. It aims to develop students’ facility in Greek, acquainting them further with the Greek world through the Histories, and introducing them to the mind and thought of Herodotus, whom Cicero called “the father of history.” Prerequisite: GRE 102 or the equivalent. (Offered every three years)

263 Sophocles This course includes a careful reading in Greek of one of the plays of Sophocles, such as Oedipus the King or Antigone, with close attention to the language of tragedy, as well as to plot construction, dramatic technique, and the issues raised by the mythic story. Prerequisite: GRE 102 or the equivalent. (Offered every three years)

264 Euripides In this course, a complete tragedy of Euripides, such as Alcestis, Bacchae, Hippolytus, or Medea, is studied in Greek, with close attention to language and style as a way of appreciating the play’s broader concerns and Euripides’ dramatic artistry. Prerequisite: GRE 102 or the equivalent. (Offered every three years)

265 Aristophanes In this course, one of the comedies of Aristophanes, such as Lysistrata or Clouds, is read closely in Greek. In addition to discussing its universal human themes, the course explores its relevance to its Athenian historical period and discusses the particular nature of Aristophanic comedy. Prerequisite: GRE 102 or the equivalent. (Offered every three years)

301 Advanced Readings in Greek Literature This course is offered to students who have mastered the fundamentals of Greek and are now able to read substantial amounts appreciatively. Readings are chosen according to the interests and needs of the students. Prerequisites: two semesters of 200-level Greek or permission of the instructor. (Fall, offered annually)

Typical readings: prose—Plato, Xenophon, Herodotus, Thucydides, Lysias, Demosthenes; poetry—Sophocles, Euripides, Aristophanes

302 Advanced Readings in Greek Literature This course is parallel to GRE 301. (Spring, offered annually)

400 Senior Seminar This seminar is designed to provide an integrative capstone experience for Greek, Latin, and classics majors. Team-taught by members of the department, the structure and content of the course varies to meet the individual needs and desires of the senior majors. Possible content may include: intensive reading of Latin/Greek authors, Latin/Greek composition, surveys of Latin/Greek literature, introduction to research tools for graduate study, developing bibliographies, and designing materials in preparation for teaching. (Spring, offered occasionally)

450 Independent Study

495 Honors

**LATIN COURSE DESCRIPTIONS**

101 Beginning Latin I This course is an introduction to the fundamentals of Latin grammar, accompanied by some practice in reading the language. The aim is to equip students to read the major Roman authors. No prerequisite. (Fall, offered annually)

102 Beginning Latin II This course continues and completes the study of basic grammar and introduces representative samples of Latin prose (e.g., Cicero, Caesar) and poetry (e.g., Catullus, Ovid). By consolidating their knowledge of grammar and building their vocabulary, students are able to read Latin with increased ease and pleasure and to deepen their understanding of ancient Roman culture. Prerequisite: LAT 101 or the equivalent. (Spring, offered annually)

223 Medieval Latin At the end of the Roman Empire, as “classical” Latin grew more formal and artificial, “vulgar” Latin—the language of the “common people” and the parent of the Romance languages—emerged as a sophisticated literary instrument. Throughout the Middle Ages, an enormous literature was produced in this living Latin: works sacred and profane, serious and flippant. In this course, students read selections, in the original Latin, from works in theology, history, biography, fiction, and poetry. Attention is given to the differences between Medieval and “classical” Latin, but the course emphasizes the creativity of the medieval authors as artists in a living language. Prerequisite: LAT 102 or the equivalent. (Offered every three years)

Typical readings: selections from Jerome, Vulgate Bible; Jacobus de Voragine, Golden Legend; Bonaventura, Life of St. Francis; Geoffrey of Monmouth, History of the Britons;
Bede, *Ecclesiastical History*; Einhard, *Life of Charlemagne*; Abelard and Eloise, *Correspondence*; Hrothsvita, *Dramas*; Poetry—*Carmina Burana*, *Fortunatus*, *Alcuin*, *Thomas of Celano, Dies Irae*; *Thomas Aquinas*

238 **Latin Epic (Vergil or Ovid)** This course is a careful reading in Latin of some of the *Aeneid* or the *Metamorphoses*, with the entire poem read in English, to enable students to appreciate the poetry and Vergil’s or Ovid’s presentation of Augustan Rome against the background of its historical and literary heritage. Prerequisite: LAT 102 or the equivalent. *(Offered every three years)*

248 **The Writings of Cicero or Pliny** This course includes readings in the original Latin of works by eyewitnesses to the profound changes that Rome experienced during the late republic and early empire. It gives considerable attention to the literary intentions of the author and to the light those intentions throw on contemporary political feelings and postures. Prerequisite: LAT 102 or equivalent. *(Offered every three years)*

255 **Latin Historians: Tacitus or Livy** This course includes readings from Tacitus’ *Annales* or Livy’s *Ab Urbe Condita*, examining the authors’ prose styles and the historical contexts in which they wrote. Students explore the authors’ use of historiography as ostensible support or covert attack on political regimes. Attention is given to the ancient view that history must be aesthetically pleasing and ethnically useful and to ancient historians’ lapses in objectivity and accuracy. Prerequisite: LAT 102 or the equivalent. *(Offered every three years)*

262 **Latin Erotic Poetry** In this course, selections from Catullus, Propertius, Sulpicia, Tibullus, and Ovid help to survey the language, themes, and structures of Augustan elegiac poetry. Considerable attention is paid to the Roman authors’ views of women and of the relations between the sexes. Prerequisite: LAT 102 or the equivalent. *(Offered every three years)*

264 **Petronius or Seneca** In this course, selections from the *Satyricon*, read in Latin, highlight Petronius’ wit, his depiction of contemporary society, and the *Satyricon* as an example of ancient prose narrative. Alternatively, selections from Seneca’s *Moral Epistles* portray the Stoic philosopher’s ethical concerns in a time of tyranny, and one of his blood-and-thunder tragedies illustrates the spirit of the age of Nero, in which evil becomes a fine art. Prerequisite: LAT 102 or the equivalent. *(Offered every three years)*

301 **Advanced Readings in Latin Literature** This course is offered to students who have mastered the fundamentals of Latin and are now able to read substantial amounts appreciatively. Readings are chosen according to the interests and needs of the students. Possibilities include: prose—Cicero, Seneca, Tacitus, Livy; poetry—Horace, Juvenal, Lucretius, Ovid, Propertius, Vergil. Prerequisites: Two terms of 200-level Latin or permission of the instructor. *(Fall, offered annually)*

302 **Advanced Readings in Latin Literature** This course is parallel to LAT 301. *(Spring, offered annually)*

400 **Senior Seminar** This seminar is designed to provide an integrative capstone experience for Greek, Latin, and classics majors. Team-taught by members of the department, the structure and content of the course varies to meet the individual needs and desires of the senior majors. Possible content includes: intensive reading of Latin/Greek authors, Latin/Greek composition, surveys of Latin/Greek literature, introduction to research tools for graduate study, developing bibliographies, designing materials in preparation for teaching. *(Spring, offered occasionally)*

450 **Independent Study** *(By arrangement)*

495 **Honors** *(By arrangement)*
COGNITION, LOGIC, AND LANGUAGE

Program Faculty
David Eck, Mathematics and Computer Science, Coordinator
Eugen Baer, Philosophy
Scott Brophy, Philosophy
Carol Critchlow, Mathematics and Computer Science
Michelle Rizzella, Psychology

Cognition refers to the process of thinking. It is a major topic in psychology, but it is closely allied with several other fields including the physiology of the brain, the acquisition and use of natural languages, the structure of the formal languages used in mathematical logic and computer science, and the philosophy of knowledge and mind. The program in cognition, logic, and language allows a student to pursue the multiple aspects of this highly interdisciplinary subject.

The cognition, logic, and language program offers an interdisciplinary minor.

REQUIREMENTS FOR THE MINOR
interdisciplinary, 6 courses
Six courses chosen from the following lists; no more than three of the six courses may be in any single division (natural sciences, social sciences, and humanities); at least three of the six courses must be at the 200 level or above. One course in any modern or ancient language may be counted toward the minor. Other relevant courses not listed may be acceptable, with the permission of the coordinator.

CROSSTLISTED COURSES

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<th>Natural Sciences</th>
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<tr>
<td>BIOL 340 Neurobiology</td>
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<td>CPSC 124 Introduction to Programming</td>
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<td>CPSC 229 Foundations of Computation</td>
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<td>CPSC 453 Artificial Intelligence</td>
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<td>MATH 110 Discovering in Math</td>
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<td>MATH 135 First Steps Into Advanced Mathematics</td>
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<td>MATH 320 Seminar for Mathematics Teachers</td>
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<td>MATH 380 Mathematical Logic</td>
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<td>PSY 100 Introduction to Psychology</td>
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<td>PSY 230 Biopsychology</td>
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<td>PSY 231 Cognitive Psychology</td>
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<td>PSY 299 Sensation and Perception</td>
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<td>PSY 310 Research in Perception and Sensory Processes</td>
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<td>PSY 311 Research in Behavioral Neuroscience</td>
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<td>PSY 331 Research in Cognition</td>
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<td>PSY 375 Topics in Cognitive Psychology</td>
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<tr>
<th>Social Sciences</th>
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<tr>
<td>ANTH 115 Language and Culture</td>
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<td>ANTH 227 Intercultural Communication</td>
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<td>ANTH 285 Primate Behavior</td>
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<td>SOC 261 Sociology of Education</td>
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<tr>
<th>Humanities</th>
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<tr>
<td>EDUC 202 Human Growth and Development</td>
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<td>EDUC 321 Language, Experience and Schooling</td>
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<td>EDUC 334 Science and Cognition</td>
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<td>ENG 260 Creative Writing</td>
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<td>MUS 120 Tonal Theory and Aural Skills I</td>
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<td>MUS 121 Tonal Theory and Aural Skills II</td>
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<td>PHIL 120 Critical Thinking and Argumentative Writing</td>
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<td>PHIL 220 Semiotics</td>
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<td>PHIL 240 Symbolic Logic</td>
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<td>PHIL 242 Experiencing and Knowing</td>
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<tr>
<td>PHIL 260 Mind and Language</td>
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<td>PHIL 380 Experience and Consciousness</td>
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<td>PHIL 390 Analytic Philosophy</td>
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Students in comparative literature pursue a broad literary education that is informed by critical theory and knowledge of comparative methodologies. The study of comparative literature is flexible and interdisciplinary. It may involve art, music, politics, philosophy, history, anthropology, and other fields. The program also engages the student with at least one culture and language other than English.

The program rests on three principles: foreign language training, individual curricular planning, and comparative methodology. All students in the program must demonstrate foreign language competence, normally defined as passing two courses at the literature level in that language. (In special cases, the comparative literature committee may arrange for the fulfillment of this requirement by examination.) The student must satisfy the prerequisite of ENG 101 Literary Consciousness, and an upper-level course comparable to a seminar in comparative literature. This course is selected in consultation with the student’s adviser during the second year.

The comparative literature program offers a disciplinary and an interdisciplinary major and minor. Students interested in majoring in comparative literature should meet with an adviser in the program to plan out a program of study which addresses their particular interests. The courses listed below serve as examples of the types of courses that might be included in such a program.

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

**disciplinary, 12 courses**

ENG 101, a course designated as a comparative literature seminar, and ten courses in literature or an allied field that form a cohesive program and include one course in critical theory. The courses selected must provide a coherent and in-depth exploration of the field. The number of non-literary courses must be approved by the adviser and coordinator. Students majoring in comparative literature must also demonstrate proficiency in an ancient or modern language, typically by taking two language courses at the 200-level or above (these may be in different languages).

**REQUIREMENTS FOR THE DISCIPLINARY MINOR**

**disciplinary, 7 courses**

ENG 101, a course designated as a comparative literature seminar, and five courses in literature or an allied field that form a coherent and in-depth exploration of the field. Students minoring in comparative literature must
also demonstrate proficiency in an ancient or modern language, typically by taking two language courses at the 200-level or above (these may be in different languages).

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

interdisciplinary, 12 courses

ENG 101, a course designated as a comparative literature seminar, and ten courses in literature or an allied field that form a cohesive program and include one course in critical theory. The courses selected must include work in at least two different departments and include materials and approaches other than literary. The number of non-literary courses must be approved by the adviser and coordinator. Students majoring in comparative literature must also demonstrate proficiency in an ancient or modern language, typically by taking two language courses at the 200-level or above (these may be in different languages).

**REQUIREMENTS FOR THE INTERDISCIPLINARY MINOR**

interdisciplinary, 7 courses

ENG 101, a course designated as a comparative literature seminar, and five courses in literature or an allied field from at least two different departments which include materials and approaches other than literary. Students minoring in comparative literature must also demonstrate proficiency in an ancient or modern language, typically by taking two language courses at the 200-level or above (these may be in different languages).

**CROSSLISTED COURSES**

**Critical Theory Courses**

ENG 302 Post-Structuralist Literary Theory  
ENG 304 Feminist Literary Theory

**Elective Courses**

CLAS 230 Gender in Antiquity  
ENG 236 Post-Apocalyptic Literature  
ENG 312 Psychoanalysis and Literature  
ENG 356 Nabokov, Borges, Calvino  
ENG 360 20th-Century Central European Fiction  
ENG 372 20th-Century Latin American Literature  
ENG 388 Writing on the Body  
LTAM 308 Latin American/Latino Cinema  
MUS 206 Opera As Drama  
PSY 247 Psychology of Women  
REL 254 The Question of God/Goddess  
REL 256 Tales of Love and Horror  
REL 257 What’s Love Got to Do With It?
CRITICAL SOCIAL STUDIES

Program Faculty
Christopher Gunn, Economics, Coordinator
T. Dunbar Moodie, Sociology, Coordinator
Eugen Baer, Philosophy
Betty Bayer, Women's Studies
Jodi Dean, Political Science
Jo Anna Isaac, Art
Marilyn Jiménez, Africana Studies
Cedric Johnson, Political Science
Richard Mason, Sociology
Renee Monson, Sociology
Daniel O'Connell, English
David Ost, Political Science
Paul Passavant, Political Science
Linda Robertson, Rhetoric
William Waller, Economics

The critical social studies program is about theory, emphasizing social and cultural theories and their interrelationships. Though we hold differing interpretations of what theory is, we share an understanding of its rootedness in the lived practice of everyday lives. This program involves us in a common project of studying, criticizing, and, indeed, making theory, engaging faculty and students in increasingly demanding theoretical dialogues with three aims:

First, to reflect on the “common-sense” assumptions, practices, and identities that inform everyday life; to reflect on the practices, assumptions, and representations that constitute the common sense of academic disciplines; and to reflect on the consequences and implications of these.

Second, to deal critically and historically, in social, political, and economic context, with those “common-sense” attitudes that constitute everyday and academic life.

Third, to encourage reflection on the personal, practical, and policy implications of such critical activity, that is, to consider what might be done for public policy and for social action, and its sought and unsought personal consequences.

The critical social studies program offers an interdisciplinary major and minor.

REQUIREMENTS FOR THE MAJOR (B.A.)
interdisciplinary, 11 courses
BIDS 200, four intermediate and six advanced-level courses from the critical social studies electives chosen in consultation with the adviser to form a coherent program. Of the 10 elective courses, no more than four may be in one department and no more than seven in one division.

REQUIREMENTS FOR THE MINOR
interdisciplinary, 6 courses
BIDS 200, two intermediate level and three advanced level electives chosen in consultation with the adviser to form a coherent program. No more than three courses may be from any one department or division.

CROSSTLISTED COURSES

Intermediate Electives
ALST 200 Ghettoscapes
ALST 225 African-American Culture
ANTH 209 Gender in Prehistory
ANTH 220 Sex Roles: A Cross-Cultural Perspective
ANTH 230 Beyond Monogamy
ANTH 271 Jobs, Power and Capital
ANTH 280 Environment and Culture: Cultural Ecology
ASN 101 Intellectual and Religious Foundations of Asian Civilization
BIDS 235 Third World Experience
BIDS 245 Men and Masculinity
ECON 206 Community Development Economics and Finance
ECON 232 U.S. Economy: A Critical Analysis
ECON 236 Introduction to Radical Political Economy
ECON 248 Poverty and Welfare
EDUC 200 Philosophy of Education
**CRITICAL SOCIAL STUDIES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 202</td>
<td>Human Growth and Development</td>
</tr>
<tr>
<td>ENG 223</td>
<td>Environmental Literature</td>
</tr>
<tr>
<td>ENG 257</td>
<td>Dickens and His World</td>
</tr>
<tr>
<td>ENG 258</td>
<td>19th-Century English Novel</td>
</tr>
<tr>
<td>ENG 281</td>
<td>Literature of Sexual Minorities</td>
</tr>
<tr>
<td>ENG 291</td>
<td>Introduction to African-American Literature I</td>
</tr>
<tr>
<td>HIST 256</td>
<td>Technology and Society in Europe</td>
</tr>
<tr>
<td>MDSC 223</td>
<td>War, Words and War Imagery</td>
</tr>
<tr>
<td>PHIL 120</td>
<td>Critical Thinking and Argumentative Writing</td>
</tr>
<tr>
<td>PHIL 130</td>
<td>Moral Dilemmas: Limiting Liberty</td>
</tr>
<tr>
<td>PHIL 150</td>
<td>Issues: Justice and Equality</td>
</tr>
<tr>
<td>PHIL 151</td>
<td>Issues: Crime and Punishment</td>
</tr>
<tr>
<td>PHIL 152</td>
<td>Issues: Philosophy and Feminism</td>
</tr>
<tr>
<td>PHIL 154</td>
<td>Issues: Environmental Ethics</td>
</tr>
<tr>
<td>PHIL 155</td>
<td>Issues: Morality of War and Nuclear Weapons</td>
</tr>
<tr>
<td>PHIL 220</td>
<td>Semiotics</td>
</tr>
<tr>
<td>PHIL 232</td>
<td>Liberty and Community</td>
</tr>
<tr>
<td>PHIL 235</td>
<td>Morality and Self Interest</td>
</tr>
<tr>
<td>POL 160</td>
<td>Introduction to Political Theory</td>
</tr>
<tr>
<td>POL 175</td>
<td>Introduction to Feminist Theory</td>
</tr>
<tr>
<td>POL 238</td>
<td>Sex and Power</td>
</tr>
<tr>
<td>POL 245</td>
<td>Politics of the New Europe</td>
</tr>
<tr>
<td>POL 264</td>
<td>Legal Theory</td>
</tr>
<tr>
<td>POL 265</td>
<td>Modern Political Theory</td>
</tr>
<tr>
<td>POL 270</td>
<td>African-American Political Thought</td>
</tr>
<tr>
<td>REL 108</td>
<td>Religion and Alienation</td>
</tr>
<tr>
<td>REL 263</td>
<td>Religion and Social Theory</td>
</tr>
<tr>
<td>REL 271</td>
<td>The Holocaust</td>
</tr>
<tr>
<td>SOC 221</td>
<td>Sociology of Minorities</td>
</tr>
<tr>
<td>SOC 222</td>
<td>Social Change</td>
</tr>
<tr>
<td>SOC 223</td>
<td>Social Stratification</td>
</tr>
<tr>
<td>SOC 224</td>
<td>Social Deviance</td>
</tr>
<tr>
<td>SOC 225</td>
<td>Sociology of the Family</td>
</tr>
<tr>
<td>SOC 226</td>
<td>Sociology of Sex and Gender</td>
</tr>
<tr>
<td>SOC 228</td>
<td>Social Conflict</td>
</tr>
<tr>
<td>SOC 230</td>
<td>The Sociology of Everyday Life</td>
</tr>
<tr>
<td>SOC 233</td>
<td>Women in the Third World</td>
</tr>
<tr>
<td>SOC 256</td>
<td>Power and Powerlessness</td>
</tr>
<tr>
<td>SOC 258</td>
<td>Social Problems</td>
</tr>
<tr>
<td>SOC 259</td>
<td>Social Movements</td>
</tr>
<tr>
<td>SOC 261</td>
<td>Sociology of Education</td>
</tr>
<tr>
<td>SOC 271</td>
<td>Sociology of Environmental Issues</td>
</tr>
<tr>
<td>WRRH 250</td>
<td>Talk and Text: Introduction to Discourse Analysis</td>
</tr>
<tr>
<td>AEP 335</td>
<td>The Arts and Human Development</td>
</tr>
<tr>
<td>ALST 240</td>
<td>Third World Women's Texts</td>
</tr>
<tr>
<td>ALST 310</td>
<td>Black Images/White Myths</td>
</tr>
<tr>
<td>AMST 302</td>
<td>Culture of Empire</td>
</tr>
<tr>
<td>ANTH 306</td>
<td>History of Anthropological Theory</td>
</tr>
<tr>
<td>ANTH 370</td>
<td>Life Histories</td>
</tr>
<tr>
<td>ARCH 311</td>
<td>History of Modern Architecture</td>
</tr>
<tr>
<td>ARCH 312</td>
<td>Theories of Modern Architecture and Urbanism</td>
</tr>
<tr>
<td>ART 333</td>
<td>Contemporary Art</td>
</tr>
<tr>
<td>ECON 300</td>
<td>Macroeconomic Theory and Policy</td>
</tr>
<tr>
<td>ECON 301</td>
<td>Microeconomic Theory and Policy</td>
</tr>
<tr>
<td>ECON 305</td>
<td>Political Economy</td>
</tr>
<tr>
<td>ECON 310</td>
<td>Economics and Gender</td>
</tr>
<tr>
<td>ECON 316</td>
<td>Labor Market Analysis</td>
</tr>
<tr>
<td>ECON 331</td>
<td>Institutional Economics</td>
</tr>
<tr>
<td>ECON 468</td>
<td>Seminar: Veblen</td>
</tr>
<tr>
<td>EDUC 474</td>
<td>Seminar: Globalization</td>
</tr>
<tr>
<td>EDUC 321</td>
<td>Language, Experience and Schooling</td>
</tr>
<tr>
<td>EDUC 343</td>
<td>Special Populations in Texts</td>
</tr>
<tr>
<td>ENG 255</td>
<td>Victorian Literature</td>
</tr>
<tr>
<td>ENG 302</td>
<td>Post-Structuralist Literary Theory</td>
</tr>
<tr>
<td>ENG 312</td>
<td>Psychoanalysis and Literature</td>
</tr>
<tr>
<td>ENG 318</td>
<td>Body, Memory, and Representation</td>
</tr>
<tr>
<td>ENG 337</td>
<td>James Joyce's Ulysses</td>
</tr>
<tr>
<td>ENG 368</td>
<td>Film and Ideology</td>
</tr>
<tr>
<td>ENG 370</td>
<td>Hollywood on Hollywood</td>
</tr>
<tr>
<td>ENG 375</td>
<td>Science Fiction Film</td>
</tr>
<tr>
<td>ENG 376</td>
<td>New Waves</td>
</tr>
<tr>
<td>ENG 381</td>
<td>Sexuality and American Literature</td>
</tr>
<tr>
<td>ENG 388</td>
<td>Writing on the Body</td>
</tr>
<tr>
<td>FRE 251</td>
<td>Eros and Thanatos</td>
</tr>
<tr>
<td>FRE 252</td>
<td>Que Sais-j'e?</td>
</tr>
<tr>
<td>FRE 380</td>
<td>Advanced Francophone Topics: Images de Femmes</td>
</tr>
<tr>
<td>HIST 325</td>
<td>Medicine and Public Health in Modern Europe</td>
</tr>
<tr>
<td>HIST 337</td>
<td>History of American Thought Since 1865</td>
</tr>
<tr>
<td>HIST 340</td>
<td>Faulkner and Southern Historical Consciousness</td>
</tr>
<tr>
<td>HIST 371</td>
<td>Life-Cycles: The Family in History</td>
</tr>
<tr>
<td>HIST 375</td>
<td>Seminar: Western Civilization and Its Discontents</td>
</tr>
<tr>
<td>MATH 278</td>
<td>Number Theory</td>
</tr>
<tr>
<td>PHIL 370</td>
<td>Ancient Philosophy</td>
</tr>
<tr>
<td>PHIL 372</td>
<td>Early Modern Philosophy</td>
</tr>
<tr>
<td>PHIL 373</td>
<td>Kant</td>
</tr>
<tr>
<td>PHIL 380</td>
<td>Experience and Consciousness</td>
</tr>
<tr>
<td>PHIL 381</td>
<td>Existentialism</td>
</tr>
<tr>
<td>PHIL 390</td>
<td>Analytic Philosophy</td>
</tr>
<tr>
<td>POL 335</td>
<td>Law and Society</td>
</tr>
<tr>
<td>POL 348</td>
<td>Racism and Hatreds</td>
</tr>
<tr>
<td>POL 365</td>
<td>Democratic Theory</td>
</tr>
<tr>
<td>POL 375</td>
<td>Feminist Legal Theory</td>
</tr>
<tr>
<td>POL 379</td>
<td>Radical Thought, Left and Right</td>
</tr>
<tr>
<td>REL 237</td>
<td>Lived Christianities</td>
</tr>
<tr>
<td>REL 260</td>
<td>Religion as a Philosophical Act</td>
</tr>
<tr>
<td>REL 267</td>
<td>Psychologies of Religion</td>
</tr>
<tr>
<td>REL 269</td>
<td>Therapy, Myth and Ritual</td>
</tr>
<tr>
<td>REL 273</td>
<td>Foundations of Jewish Thought</td>
</tr>
</tbody>
</table>
DANCE

REL 281 Unspoken Worlds
REL 283 Que(e)rying Religious Studies
REL 365 Loss of Certainty
REL 370 Jewish Mysticism and Hasidism
REL 382 Toward Inclusive Theology
REL 401 Literary and Theological Responses to the Holocaust
REL 402 Conflict of Interpretations
REL 410 Sacred Space
REL 461 Seminar: Towards a Theory of Religious Studies
REL 464 Seminar: God, Gender and the Unconscious
SOC 300 Classical Sociological Theory
SOC 301 Modern Sociological Theory
SOC 325 Moral Sociology and the Good Society
SOC 340 Feminist Sociological Theory
SOC 464 Senior Seminar
SPAN 316 Voces de Mujeres
SPAN 317 Arte y Revolución
WMST 300 Feminist Theory
WMST 323 Research in Social Psychology
WMST 357 Self in American Culture
WMST 372 Topics: Social Psychology

COURSE DESCRIPTION

200 Introductory Dialogues in Critical Social Studies
We use social and cultural theory in our everyday lives but rarely very consciously. This course investigates ways in which hegemonic “common sense(s)” are constructed and changed, both in society and the academy, and the purposes they serve. The aim is to heighten awareness of personal, practical, and policy implications of social theory, and develop critical responses to it. (Waller/Capraro, Spring)

DANCE

Cynthia J. Williams, M.F.A.; Professor, Department Chair
Donna Davenport, Ed. D.; Associate Professor
Michelle Iklé, M.F.A.; Adjunct Assistant Professor
Cadence Whittier, M.F.A.; Assistant Professor

The Department of Dance offers a wide range of courses in dance technique for the beginning, intermediate, and advanced dancer, as well as courses in dance history, composition, human anatomy and kinesiology, and teaching methods. The dance major consists of a series of core courses in dance technique and theory which may be supplemented by courses from other departments or programs. Students are encouraged to tailor their major to their specific interests within the discipline (dance performance, choreography, teaching, or dance studies) through their choice of electives and cognates; students may elect to broaden their understanding of the interdisciplinary nature of the field by an additional focus on related disciplines such as art, education, music, philosophy, psychology, and/or theatre. The dance major and minor may be either disciplinary or interdisciplinary depending upon the courses selected.

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

REQUIREMENTS FOR THE MAJOR (B.A.)
disciplinary, 12 courses
DAN 105; DAN 200; DAN 225; DAN 300; DAN 325; DAN 210, 212 or 214; two technique (DAN/DAT) courses at the intermediate or advanced level; a dance ensemble course (DAN 140); two additional DAN electives or approved courses outside the department; and the
dance senior seminar, DAN 460. (BIDS 311 Writing Movement/Dancing Words, may replace one of the composition courses.)

REQUIREMENTS FOR THE MAJOR (B.A.)

interdisciplinary, 12 courses
DAN 105; DAN 225 or DAN 325; DAN 210 and 212, or DAN 212 and 214; one other 200-level DAN elective; two technique (DAN/DAT) courses at the intermediate or advanced level; AEP 335 The Arts and Human Development, EDUC 295 Theatre and the Child, EDUC 301 Drama in a Developmental Context, or an arts-related bidisciplinary (BIDS) course; DAN 460, the dance senior seminar; and three courses outside the department approved by the major adviser.

REQUIREMENTS FOR THE MINOR

disciplinary, 6 courses
DAN 105; DAN 210 or 212; DAN 200 or 300; two technique (DAN/DAT) courses at the intermediate or advanced level; and two additional dance (DAN) courses.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 6 courses
DAN 105, DAN 210 or 212; DAN 225 or 325; two technique (DAN/DAT) courses at an intermediate or advanced level; and two additional dance (DAN) courses or courses outside the department approved by the major adviser.

COURSE DESCRIPTIONS

DAN 105 Introduction to Dance: Theory and Practice This course introduces students to the technique and theory of dance as an art form. Novice and experienced movers alike are introduced to dance theory in a lecture setting, then explore those movement theories in the dance studio. Students gain both theoretical and practical knowledge of dance and self through readings, research assignments, journal writing, film observation, live concert dance, movement experiences, discussion, and faculty lecture. Study topics include an overview of dance styles, multicultural definitions of dance, and an introduction to dance criticism, dance history, aesthetics, dance sciences, and movement analysis. (Fall, offered annually)

DAN 140 Dance Ensemble: Practicum in Repertory and Performance This course follows the creation and performance of dance choreography from audition through final performance. Enrollment is by audition only; auditions are typically held in the fall prior to spring term pre-registration. Students cast in Dance Ensemble learn new or repertory choreography created by dance faculty or guest artists and are frequently active participants in the choreographic process. In addition to developing dance performance skills, students are introduced to technical theatrical design concepts and are expected to complete pre- and post-production assignments. Concurrent registration in a dance technique course is required. (Spring, offered annually)

DAT 140 Dance Ensemble: Practicum in Repertory and Performance Students may elect to take the department's Dance Ensemble course as a studio-based half-credit activity. The course material is identical to that described above, and requires the same audition process. Students electing DAT 140 must register for the course credit/no credit and are not expected to complete the additional academic components of the course, but are required to enroll in a concurrent dance technique course. (Spring, offered annually)

DAN 200 Dance Composition I This is an introductory course in the art and craft of creating dances. Techniques to nurture the individual creative process are explored, including movement improvisation, visual art imagery, chance procedures, musical influences, poetic imagery, and prop and costume studies. The course culminates in each student's presentation of a substantial composition. This course has a multi-disciplinary focus and is open to all students interested in the arts and creative process. (Davenport/Williams, Fall, offered alternate years)

DAN 210 Dance History I This course is designed to present the history of social and theatrical dance from early human history through the flowering of ballet in the 19th century. A strong emphasis is placed on recognizing how social, political, economic, and religious conditions and attitudes influence and are influenced by dance and other artistic expressions. The course format consists of faculty lecture, student presentations, film and videos, and studio workshops. (Williams, Fall, offered alternate years)
DAN 212 Dance History II This course examines the development of theatrical dance from the late 1800s through the mid-20th century. A special focus of the course is the rise of modern dance and the women who were its creators—Loie Fuller, Isadora Duncan, and Ruth St. Denis, and the women pioneers that followed: Martha Graham, Doris Humphrey, Mary Wigman and Hanya Holm. This singularly American art form was greatly influenced by feminist reform movements, and continues to be associated with political, social, and economic conditions and reforms. The course traces the development of modern dance through the tumultuous 1960s. (Williams, Spring, offered alternate years)

DAN 214 Dance History III: 1960s to Present As in the other arts, dance in the 1960s underwent tremendous changes and witnessed the breaking apart of traditional forms and aesthetic assumptions. Iconoclastic choreographers said no to the techniques and presentations of their predecessors, changing the aesthetics of dance permanently. This course starts with the revolutions in culture and dance of the 1960s and traces the growth and development of today’s “postmodern” dance. Issues of body, gender, race, sexuality and cultural heritage form the lens through which contemporary dance and its choreographers are discussed. (Williams, Fall, offered alternate years)

DAN 215 Movement for Athletes: Analysis and Performance This course is designed to provide movement experiences that illuminate the concepts of coordination, alignment, and efficient body functioning that underlie all sports. Individuals are expected to acquire a vocabulary of movement description, which is utilized in self-assessment and to analyze the specific demands of their particular sport. Emphasis is placed on a sensitivity to the mind-body connection and the process of movement repatterning. (Fall, offered alternate years)

DAN 225 Anatomy and Kinesiology This course presents specific knowledge of human skeletal anatomy and muscular anatomy and its relationship to movement skills and postural alignment. Once the basic skeletal and muscular anatomy is understood, the course focuses on analysis of action, with particular attention on the action of gravity and its effect on posture and muscular function. Additionally, the course focuses on principles of alignment, conditioning, and injury prevention. Although dance-based, the course should be relevant to students interested in the areas of physical therapy, physical education, athletic training, human biology, and other movement sciences. (Fall, offered alternate years)

DAN 250 Dance Improvisation Improvisation in dance like its counterparts in music and theatre relies on the technical skills of the performer, a profound mental commitment and focus, the ability to respond to multiple sensory stimuli, and the development of a body-mind synthesis that allows for action and reflection. The ability to improvise frees the performer from technical and choreographic ruts and gives one the opportunity to create and understand movement from an intensely personal perspective. Students participate in a variety of structured improvisations throughout the semester that are designed to improve their sensitivity to group dynamics, individual movement creativity, and recognition of the expressive capacities for movement expression. While movement is the media, prior dance training is not required. (Williams, Spring, offered alternate years)

DAN 300 Dance Composition II This course explores further the art and craft of making dances with a focus on group choreography. Composition II covers such aspects of choreography as developing a unique movement vocabulary, group compositions, site-specific work, and choreographic process and documentation. Collaborations with musicians, actors, poets, and visual artists are encouraged. Prerequisite: DAN 200 or permission of instructor. (Davenport/Williams, Fall, offered alternate years)

DAN 325 Movement Analysis: Laban Studies This course is an introduction to the theory and application of Laban Movement Analysis, which includes effort/shape, space harmony, Bartenieff Fundamentals™ and other somatic practices. These theories apply directly to all physical actions of the human body, nonverbal communication, cultural differences, choreography, live performance, therapeutic practices, and teaching methodology. The course focuses on the personal relevance of Laban theories to the individual student, as well as to related disciplines such as anthropology, psychology, and education. Students are taught how to observe, record, describe, and notate subtle qualities in the movement around them and how to understand their own movement patterns and the potential for enhanced expression, muscular efficiency, and wellness. (Davenport/Whittier, Spring, offered alternate years)
Dance Technique Courses (DAN/DAT)
Dance technique courses may be taken as a one-half credit activity course (DAT) for credit/no credit or as full credit DAN course. Students electing the full credit DAN technique course are expected to complete the academic components of the course, including weekly reading and writing assignments, concert reviews, and research projects, in addition to participation in the studio-based technique class. Students enrolling in the half-credit DAT course must register for credit/no credit only.

DAN/DAT 900 Beginning Dance—Jazz/Ballet/Modern
This course is an introduction to jazz, ballet, and modern dance technique for the beginning dance student. Students explore the basic principles of dance technique: strength, alignment, coordination, spatial and rhythmic awareness, and performance skills within the context of the unique vocabulary and aesthetic of each dance technique. (Fall, offered annually)

DAN/DAT 905 Beginning Technique: Body and Self
Body and Self is a course designed to integrate dance and movement, self-knowledge, and knowledge of the body into dynamic balance. Releasing unwanted tension patterns, developing efficient alignment and movement patterns, and discovering a wider range of movement capabilities is both the focus and the intended outcome of the semester's material. Modern dance-based exercises and sequences form the basic vocabulary of movement, but explorations include improvisation and self-designed movement sequences, as well. An underlying area of focus is on increased kinesthetic awareness, including exploration of body-mind connections and the ability to express that awareness in movement and writing. (Fall, offered annually)

DAN 432 Teaching Methods and Practicum
This course is designed to introduce the student to the practices and principles of teaching dance. In addition to the traditional pedagogical areas of study—construction of lesson plans, formation of curriculum, and semester unit plans—the course explores the specific concerns of the dance classroom—incidence prevention, use of imagery to elicit physical response, and composition of movement material to cognitively as well as physically challenge students. Prerequisites: Successful completion of DAN 105, DAN 225, and/or DAN 325 strongly recommended. (Davenport/Williams, Spring, offered alternate years)

DAN 450 Independent Study
In this course students are encouraged to pursue explorations of choreography, performance, historical research, teaching, improvisation, arts management and production, or body-mind synthesis within an approved and academically challenging independent study. Permission of instructor required.

DAN 460 Senior Seminar
This seminar provides an opportunity for faculty-guided research of a particular area of interest to senior dance majors. (Dance minors admitted with permission of instructor.) Qualified students may work toward the development of choreographic and performance material, or pursue independent studies of career-related topics such as dance science, somatics, dance anthropology, dance criticism, K-12 dance education, dance administration or other areas of interest. The focus of the course is on the development of a project, paper, or performance that demonstrates the students' intellectual grasp of the field. (Davenport/Williams, Spring, offered annually)

DAN 495 Honors
A course to be completed in partial fulfillment of the requirements for Honors work in dance. Permission of the Honors adviser required.

DAN 499 Dance Internship
This internship offers an option for the student who wishes to pursue workplace experience in dance education, arts administration, technical production, and/or professional venues. Specific course content varies with each individual situation, but in general students are expected to spend a minimum of ten hours a week at their placement under the supervision of a workplace professional. Academic credit is for credit/no credit only, with appropriate mid-term and end of semester assessment agreed upon in advance in consultation with the professor. (Offered each semester)

DAN 490 Beginning Dance—Jazz/Ballet/Modern
This course is an introduction to jazz, ballet, and modern dance technique for the beginning dance student. Students explore the basic principles of dance technique: strength, alignment, coordination, spatial and rhythmic awareness, and performance skills within the context of the unique vocabulary and aesthetic of each dance technique. (Fall, offered annually)

DAN/DAT 905 Beginning Technique: Body and Self
Body and Self is a course designed to integrate dance and movement, self-knowledge, and knowledge of the body into dynamic balance. Releasing unwanted tension patterns, developing efficient alignment and movement patterns, and discovering a wider range of movement capabilities is both the focus and the intended outcome of the semester's material. Modern dance-based exercises and sequences form the basic vocabulary of movement, but explorations include improvisation and self-designed movement sequences, as well. An underlying area of focus is on increased kinesthetic awareness, including exploration of body-mind connections and the ability to express that awareness in movement and writing. (Fall, offered alternate years)

DAN/DAT 910 Beginning Ballet I
This course is an introduction to the techniques and principles of classical ballet, including balance, coordination, flexibility, strength, and technical terminology. The class structure follows the basic ballet format of barre work, center barre, adagio, petit allegro, and grande allegro. The course is designed for the beginning student of ballet; no prior experience necessary. (Spring, offered alternate years)
DAN/DAT 915 Beginning Modern Dance I
Designed for students with little or no previous dance experience, this course includes familiarization with basic dance vocabulary and simple improvisational movement structures. Much time is spent on placement and basic body awareness exercises. *(Spring, offered alternate years)*

DAN/DAT 920 Intermediate Ballet I
This course focuses on the performance of the classical movement vocabulary with accuracy and precision, and the development of strength and flexibility. *(Fall, offered annually)*

DAN/DAT 922 Intermediate Ballet II
Further study of intermediate-level ballet technique emphasizing correct muscular control and petite allegro movements. Students are encouraged to further develop their kinesthetic awareness of classical movement. *(Spring, offered alternate years)*

DAN/DAT 925 Intermediate Modern Dance I
This course focuses on alignment, muscular strength, technical endurance, and the development of phrasing skills in complex movement combinations, and continues work with improvisational movement and performance skills. *(Fall, offered annually)*

DAN/DAT 927 Intermediate Modern Dance II
The focus of this course is on stationary and dynamic placement in complex movement phrases. Additional areas of emphasis include rhythmic accuracy, development of individual movement style, and increased work on dynamic phrasing. *(Spring, offered alternate years)*

DAN/DAT 930 Advanced Ballet I
This course covers advanced technique with emphasis on integrating dynamic placement, musical phrasing, and complex turns, jumps, and balances. Emphasis is on continued technical execution while exploring stylistic nuances of dance expression. *(Fall, offered annually)*

DAN/DAT 932 Advanced Ballet II
This course is a continuation of Advanced Ballet I involving intricate movement patterns, batterie, and presentation of classical styles. *(Spring, offered annually)*

DAN/DAT 932-11 Pointe II
This course is linked to the advanced ballet class. It is a continuation of the fundamentals of pointe work emphasizing strength, control, fluidity, and turning movements. Prerequisite: Concurrent enrollment in DAN/DAT 932 and permission of instructor required. *(Spring, offered annually)*

DAN/DAT 935 Advanced Modern Dance I
This course is designed for dancers who have developed strong kinesthetic sensing as well as an awareness of their body-mind connection. Class work includes advanced levels of technical movement and the opportunity to work with improvisational structures. *(Spring, offered annually)*

DAN/DAT 937 Advanced Modern Dance II
This course is a continuation of advanced level I with further study of concepts of space, time, force in relation to movement combinations, and individual performance of classroom phrases. *(Spring, offered alternate years)*

DAN/DAT 940 Beginning Jazz
This is an introductory level jazz technique course designed for the beginning dancer. No prior dance experience is necessary. Students learn to perform basic jazz dance vocabulary through short movement sequences and longer jazz combinations, while developing flexibility, strength, and awareness of rhythmic phrasing, and an understanding of jazz as a system of movement. Emphasis is placed on the exploration and discipline of dance as an art form. *(Spring, offered alternate years)*

DAN/DAT 945 Intermediate Jazz
This is an intermediate level jazz technique course designed for the student with at least four years of formal dance training. Students review basic jazz vocabulary and learn to perform exercises and movement sequences of increasing complexity. Development of technical accuracy, strength, flexibility, and rhythmic sensibility are goals within the classroom. Both composition and improvisation in the jazz idiom are explored. Prerequisite: Intermediate technique level proficiency in either modern dance or jazz, or permission of instructor. *(Spring, offered alternate years)*
DEVELOPMENT STUDIES

Program Faculty
Alan Frishman, Economics, Coordinator
Richard Dillon, Anthropology
Kevin Dunn, Political Science
Jack Harris, Sociology
Scott McKinney, Economics
Dia Mohan, Anthropology
Virginia Tilley, Political Science
Kanchana Ruwanpura, Economics

The minor in development studies explores different, and often conflicting, perspectives on what “development” might mean and how to achieve it, addressing global questions but focusing particularly on the “Third World” regions of Latin America, Africa, the Middle East, and East/South Asia. Drawing on the social sciences and the humanities, the minor addresses historical, political and sociological dimensions of development, economic theories of development, cultural and political tensions regarding “western” (or First World) economic strategies, anthropological studies of local level change, and “alternative” and indigenous development strategies. Through this study, students become acquainted with both the theoretical controversies surrounding development and the real-world challenges that confront those engaged in development work.

REQUIREMENTS FOR THE MINOR
interdisciplinary, 6 courses
Four core courses in four different disciplines: at least one course from the Core Theory list; three additional courses, from either the Core Theory or Core list; and two additional courses from either the Core or Elective lists. At least two of the six courses must be from a department or program outside the social sciences (e.g., Africana studies, English, French, history, Spanish).

DEVELOPMENT STUDIES COURSES

Core Theory Courses
BIDS 235 Third World Experience
ECON 344 Economic Development and Planning
POL 248 Politics of Development
SOC 201 Sociology of International Development
SOC 240 Gender and Development

Core Courses
ANTH 205 Race, Class and Ethnicity
ANTH 271 Jobs, Power and Capital
ANTH 280 Environment and Culture: Cultural Ecology
ANTH 296 African Cultures
BIDS 210 Perspectives on Latin America
ECON 135 Latin American Economies
ECON 212 Environmental Economics
ECON 240 International Trade
ECON 435 Political Economy of Latin America
ENV 110 Topics in Environmental Studies
HIST 102 Modern World
HIST 283 South Africa in Transition
HIST 284 Africa: From Colonialism to Neocolonialism
HIST 285 The Middle East: Roots of Conflict
HIST 396 History and the Fate of Socialism
POL 255 Politics of Latin American Development
SOC 291 Society in India

Elective Courses
Additional courses may be proposed.
ALST 240 Third World Women’s Texts
ALST 310 Black Images/White Myths
ANTH 110 Introduction to Cultural Anthropology
ANTH 297 Peoples and Cultures of Latin America
ANTH 298 Modern Japan
ENG 317 Hearts of Darkness
FRE 243 Actuelles III: Topics in Francophone Cultures
FRE 351 Advanced Francophone Topics: Francophone African Fiction
FRE 352 Advanced Francophone Topics: Maghreb Literature
POL 257 Russia Unraveled
POL 258 Middle East Politics
SOC 259 People Creating Social Change
SOC 299 Sociology of Vietnam
SPAN 317 Arte y Revolución
SPAN 346 Latin American Women’s Narratives
Course offerings in the economics department are designed both to meet the needs of students who wish a better understanding of the economic issues that affect their lives and to meet the needs of students who have an interest in an extended, in-depth study of economics. The department offers introductory and advanced courses that examine important issues using the analytical tools of the discipline in addition to courses that examine major economic theories. Courses at the 100 level are open to all. Prerequisites for 200-level, 300-level, and 400-level courses are indicated.

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

REQUIREMENTS FOR THE MAJOR (B.A.)
disciplinary, 11 courses
ECON 160; two topics/issues courses at the 100 or 200 level; ECON 202; the four core courses (ECON 300, ECON 301, ECON 304, ECON 305); and three additional upper-level courses. Students are encouraged to take at least one of the upper-level courses at the 400 level.

REQUIREMENTS FOR THE MINOR
disciplinary, 6 courses
ECON 160; two topics/issues courses; ECON 300; ECON 301; and one additional course at the 300 or 400 level.

COURSE CONCENTRATIONS

Introductory Courses
ECON 160 Principles of Economics
ECON 202 Statistics

Topics/Issues Courses
ECON 120 Contemporary Issues
ECON 122 Economics of Caring
ECON 135 Latin American Economies
ECON 146 Russian Economy: From Plan to Market
ECON 200 Accounting I
ECON 201 Accounting II
ECON 203 Collective Bargaining
ECON 204 Business Law
ECON 206 Community Development Economics and Finance
ECON 212 Environmental Economics
ECON 213 Urban Economics
ECON 218 Tangible Investments
ECON 221 Economic and Social Demography
ECON 230 History of Economic Thought
ECON 232 U.S. Economy: A Critical Analysis
ECON 233 Comparative Economics
ECON 236 Introduction to Radical Political Economy
ECON 240 International Trade
ECON 241 Health Economics
ECON 248 Poverty and Welfare

Core Courses
ECON 300 Macroeconomic Theory and Policy
ECON 301 Microeconomic Theory and Policy
ECON 304 Econometrics
ECON 305 Political Economy

Upper-Level Courses
ECON 306 Industrial Organization
ECON 307 Mathematical Economics
ECON 309 Portfolio Analysis
ECON 310 Economics and Gender
The Russian Economy: From Plan to Market? With the formal dissolution of the Soviet Union in December, 1991, many people hailed the triumph of capitalism and democracy over central planning and single-party control. With the perspective provided by a few more years, one can see that Russia's economic and social problems were not solved by the decision to make this transition. In fact, many in Russia would argue that these problems have intensified dramatically and that the country should reverse course before it is too late. This course explores the strengths and weaknesses of these two kinds of economic systems, the difficulties of making the transition from one system to the other, and the prospects for the future. (J. McKinney, Fall, offered alternate years)

Principles of Economics This course is a general introduction to economics. Microeconomic topics include supply and demand, comparative advantage, consumer choice, the theory of the firm under competition and monopolies, and market failure. Macroeconomic topics include national income accounting, the determinants of national income, employment and inflation, the monetary system and the Fed, and fiscal policy. This course is required for all majors and minors in economics. (Offered each semester)

Accounting I This course explores the theory and application of accounting principles in recording and interpreting the financial facts of business enterprise. The course covers such topics as the measurement of income, capital evaluation, and the determination of financial position. Prerequisite: ECON 200. (Spring, offered annually)

Accounting II This course covers the following specialized areas: partners, corporations, cost accounting, budgeting, income taxes, management reporting, and financial analysis. The main objective is to introduce the student to these topics, providing an opportunity to deal with some of the accounting concepts associated with these topics. Prerequisite: ECON 200. (Spring, offered annually)

Statistics This course offers an introduction to the methods of descriptive and inferential statistics that are most important in the study of economics. The intent of the course is to help students understand these tools and when they can usefully be applied to data. The course includes basic descriptive statistics, probability distributions, sampling
distributions, statistical estimation, hypothesis testing, correlation analysis, and regression analysis. Students construct surveys and use the data collected via the surveys as the basis for their semester project. The project gives students a chance to demonstrate basic competency in the application of the tools taught in the course, their ability to use computer programs to analyze data, and their ability to explain the statistical results in plain English. (Offered each semester)

203 Collective Bargaining In this course, students examine the labor movement in the U.S. and other countries and learn about labor-management disputes and their resolutions. The goal of the course is to inform students about the economic and non-economic issues involved in labor agreements. Students learn about the art of negotiation and arbitration. Topics covered include: the labor movement in the U.S., labor and employment law, unions and collective bargaining, grievance procedures, arbitration and techniques of dispute resolution, unions in the public sector, and an international comparison of labor relations. (Offered alternate years)

204 Business Law This course is the study of the basic law of contracts with emphasis on agency, negotiable instruments, property, etc. The system of courts is also studied. (Fall, offered annually)

206 Community Development Economics and Finance Resources for development are generally scarce in poor urban and rural areas. This course investigates how new economic and financial resources can be generated for and attracted to these areas, and how they can interact with human, organizational, and technical resources to encourage development. The spatial focus ranges from neighborhoods to regions. The course provides an introduction to financial instruments, institutions, and analysis across public, private, and third (non-profit) sectors. (Gunn, offered alternate years)

212 Environmental Economics The primary goal of this course is to apply basic micro-economic principles to understanding environmental issues and possible solutions. The course is structured around four basic questions: How much pollution is too much? Is government up to the job? How can we do better? How do we resolve global issues? Throughout the course, students move back and forth between theory and practice, learning how basic principles from economic theory can be applied to environmental questions and then looking at how these principles have been used to implement policy nationally and internationally. Prerequisite: ECON 120, ECON 160, or permission of instructor. (Drennen, offered annually)

213 Urban Economics As an introduction to the basic problems of urban areas in the United States at the present time, the course analyzes the hierarchy of cities in the U.S., market areas, and location. It then examines the economic issues concerned with urban housing, poverty, transportation, and finances. It has a policy orientation and concludes with a discussion of urban planning. Prerequisite: ECON 160, or permission of instructor. (McGuire, offered annually)

218 Economics of Tangible Investments This is a course in personal investments. It begins with a thorough discussion of stocks, bonds, and savings instruments, and proceeds to explore personal investments in options, commodities, collectibles, gold, diamonds, housing, automobiles, tools, appliances, and even marriage. Prerequisite: ECON 160. (McGowan, offered annually)

221 Economic and Social Demography This course looks at population in a broad and systematic way, starting with basic concepts of fertility and mortality; moving on to issues of age structure, family demography, and the projection of future population; and concluding with policy issues involving immigration, the environment, famines, and population policy. Prerequisite: ECON 160 (Gilbert, Fall, offered annually)

230 History of Economic Thought This course surveys the growth of economic thought from 1500 to the 20th century, with special emphasis on the growth of “scientific economics” in Britain between 1770 and 1890. While the primary aim of the course is to trace analytical developments in economics, attention is also paid to the political and social environments in which economic theory evolved. This course provides helpful preparation for ECON 305. Prerequisite: ECON 160. (Gilbert, offered alternate years)

232 The U.S. Economy: A Critical Analysis This course investigates the U.S. economy while developing an introduction to radical political economy. Changing patterns of growth and stagnation in economic activity are analyzed using the concept of social structures of accumulation: the combination of economic, political, and social factors that serve to hasten
or retard capital accumulation. Macroeconomic and social changes are explored, as is their impact on the lives of workers, women, and people of color. The power of capital, workers, and other groups to effect change in different periods is an important theme of the course.

(Gunn, offered alternate years)

233 Comparative Economics This course explores the ways in which different contemporary economies are organized, and their primary institutions. Their regulation of markets, their incentive systems, their performance, and their political and social settings are investigated. More and less industrialized countries are studied, including the recent successes and problems of several Pacific Rim economies.

(Gunn, offered alternate years)

236 Introduction to Radical Political Economy This course provides an introduction to the economic thought of Karl Marx, to contemporary radical political economy, and to current debates in radical political economy. Topics include the theory of value, surplus value and exploitation, capital and its accumulation, and capital and crisis. Recent debates in socialist-feminist thought, the political economy of race, and ecofeminism are addressed.

(Gunn, Fall, offered alternate years)

240 International Trade This course provides an introduction to the theory of gains from trade, comparative advantage and international monetary relations. It uses this theory to examine such issues as protectionism, economic integration (e.g., NAFTA and the European Community), and international investment, with an emphasis on how economic and financial relations among countries have very different consequences for different groups of people. Prerequisite: ECON 160. (J. McKinney, Spring, offered annually)

241 Health Economics Health-care expenditures totalled 14.7 percent of GNP in 1997, up from 5.3 percent in 1960. Employers, insurers, physicians, patients, and government regulators all recognize the need to minimize future growth in health-care costs while providing comprehensive care to all citizens. This course focuses on the changing structure of the health-care industry in the U.S. and proposals for change. Specific topics include: historical development of the existing structure, the structure of incentives under various organization structures, effectiveness of attempts to control health-care costs, and international comparisons.

Prerequisite: ECON 120 or ECON 160, or permission of the instructor. (Drennen, offered alternate years)

248 Poverty and Welfare Poverty amidst wealth is a troubling feature of the American economy. Economists and other social scientists have offered various explanations for it. This course looks into the nature and extent of poverty, theories of its causes, and the range of public policies aimed at easing or ending poverty. (Waller, offered annually)

Typical readings: Schiller, Economics of Poverty and Discrimination; Edin and Lein, Making Ends Meet: How Single Mothers Survive Welfare and Low-Wage Work; Jencks, Rethinking Social Policy

300 Macroeconomic Theory and Policy This course examines in detail the major elements of aggregate economic analysis. The major focus is on the development of theoretical economic models that examine the interrelationships within the economic system. Once these models have been developed, they are used extensively to examine the current macroeconomic problems in the economic system, e.g., inflation, unemployment, economic growth, international balance of payments, the business cycle, and others.

Prerequisite: ECON 160, and two 100- or 200-level electives. (Offered each semester)

301 Microeconomic Theory and Policy A study of pricing and resource-allocating processes in the private economy, this course examines the theories of demand and production, and the determination of prices for commodities and factors of production in competitive and non-competitive markets. The concept of economic efficiency is central to the course.

Prerequisites: ECON 160 and two 100- or 200-level electives. (Offered each semester)

304 Econometrics The subject of this course, broadly speaking, is regression analysis. After a brief review of the simple linear model presented in ECON 202, the course develops the theoretical framework for the multivariate linear model. Various special topics are studied while students complete individual research projects.

Prerequisite: ECON 202 or ECON 302. (Offered each semester)

305 Political Economy This course analyzes alternative ways of understanding economics and political economy. It investigates debates on economic theory and discourse within a broad context of critical issues in the foundations and development of the social sciences. Theoretical foundations of major schools of economic thought (e.g., neoclassical, Keynesian, Marxist) are explored, as well as questions of ideology and method in economic thought.

Prerequisites: ECON 300 and ECON 301, or permission of the instructor. (Offered each semester)
306 Industrial Organization  The course is intended to demonstrate how microeconomic theory applies to industrial markets. An examination and evaluation of the theoretical predictions of price theory is considered in a real world context, with surveys of recent empirical evidence. Such areas as theories of motivation of the firm, identification and measurement of monopoly power, economies of firm size, concentration (definition, measurement, and effects), and oligopolistic behavior are examined. Prerequisite: ECON 301. (Waller, offered alternate years)

307 Mathematical Economics  This course has two objectives. First, to acquaint the student with the various mathematical tools widely used in theoretical economics today. These tools include simple linear algebra, matrix algebra, and differential calculus. Second, to utilize these tools to demonstrate and examine the fundamental concepts underlying microeconomic and macroeconomic theory. Prerequisites: ECON 300 and ECON 301. (Frishman, offered alternate years)

309 Portfolio Analysis  This course addresses the principles and practice of managing personal financial wealth. It presumes a basic understanding of the main forms of personal monetary wealth and the markets for financial investments. Each student is required to manage a mock portfolio with specific predetermined objectives in mind. The exercises of inside-information, gaming, and competition are used to stimulate the analysis. Prerequisites: ECON 218 and ECON 301. (McGowan, offered alternate years)

310 Economics and Gender  This course focuses on attempts to integrate gender into economic analysis. The course includes discussion of the economics of the family, household production and the allocation of time, gender and the labor supply, and gender differences in occupation and earnings. A discussion of gender in economic methodology and the history of economic thought provides the context for these issues. Prerequisite: ECON 301 or ECON 305. (Waller, offered alternate years)

Typical reading: Humphries, Economics and Gender

316 Labor Market Analysis  This course focuses on the application of microeconomics, macroeconomics, and Marxist theories to the study of labor markets, income distribution, occupational structure, returns to education, etc. It also examines the impact of unions on wages, labor's share, inflation, discrimination, and other labor economics questions. Prerequisite: ECON 301. (ECON 300 and ECON 305 are also recommended). (Mertens, offered alternate years)

319 Forensic Economics  This course introduces one of the newest areas in the field of economics. The principal focus is on the methodology employed by economists to determine the economic losses suffered in cases involving death and disability. It also addresses conventional and unconventional approaches to an evaluation of personal income and wealth in cases involving dissolution of marriage and business contracts. Special attention is devoted to the evaluation of household production and other income that does not typically go through a market. In addition, the way that an economist or other professional is currently used as an "expert witness" is explored, with at least one field trip to view an actual courtroom appearance. (McGowan, offered alternate years)

324 Monetary Theory and Policy  This is a basic money-and-banking course that integrates macroeconomic theory and monetary theory. Special emphasis is placed on the changing structure and function of financial markets, the changing role of the Federal Reserve System, and the new relationships between the domestic monetary system and the international monetary system. Prerequisites: ECON 300 is required and ECON 202 is strongly recommended. (McGowan, offered annually)

326 Public Microeconomics  This course uses microeconomic analysis to study the major public sector issues. The course begins with a discussion of various economic theories of the government's place in a market economy; considers the evaluation and impacts of government programs, such as, Social Security; studies the theory of taxation and of tax legislation, such as, the U.S. tax reform of 1986; and, finally, takes a look at state and local government issues, such as, how best to provide education. Prerequisite: ECON 301. (Mertens, offered alternate years)

331 Institutional Economics  This course directs its attention to the contributions to economic thought by the movement referred to as American Institutionalism. The course introduces the interdisciplinary approach employed by institutional economists in their analysis of economic processes. The course also focuses on the institutionalists' critique of neoclassical economic theory. In order to understand these criticisms, the student needs a good understanding of intermediate economic theory. Prerequisite: ECON 305 or permission of instructor. (Waller, offered annually)
338 Third Sector Economics  This course investigates economic institutions that are given little attention in the normal approaches to microeconomics and macroeconomics, but that are significant to the economy of the U.S. Not-for-profit organizations such as colleges and universities, hospitals, and philanthropic organizations; cooperatives and collectives; and public/private partnerships are investigated. Their role in the U.S. economy is assessed, as are the wide variety of nongovernmental organizations (NGOs) in other economies of the world. Prerequisites: ECON 300, ECON 301, ECON 305. (Gunn, Fall, offered alternate years)

344 Economic Development and Planning  This course examines both the theory and practice of Third World countries in their attempts to modernize and industrialize. Some topics that are discussed include: the roles of agricultural and industrial development, investment, urbanization, infrastructure, foreign trade, foreign aid and debt, and government planning. The course evaluates the importance of the distribution of income, education, the transfer of technology, population control, and neo-colonialism. Countries from Africa, Asia, and Latin America are used frequently and extensively as examples. Prerequisite: ECON 300. (Fall, offered annually)

348 Natural Resource and Energy Economics  Designing winning solutions to the complicated issues affecting the environment requires a strong interdisciplinary approach. This course introduces the student to the basic economic principles necessary for understanding the economic rationale behind the efficient use of our natural resources and for implementing workable policies. The course covers the basic theoretical models of natural resource use as well as the implications of these models for policy decisions. Topics include opposing views of natural resource use and depletion; basic criteria and methods for decision analysis; property rights and externalities; the linkage between population growth, resource use, and environmental degradation; energy options; successes and limitations of recycling; resource scarcity; economic growth and resource use; and sustainable development. Prerequisite: ECON 301. (Drennen, offered alternate years)

372 Keynes, Keynesians, and Post-Keynesians  This course considers the economic writings of John Maynard Keynes and the interpretations that have been offered of both his theories of the macroeconomy and the importance of his contributions. The course includes examination of Keynes’ early writings as well as a careful reading of The General Theory, his most important work. Following these discussions, students examine the evolution of Keynesian theory within the orthodox economic tradition, considering both what was added to Keynes, and what was taken away. They also address the “revolutionary” nature of Keynes’s contributions. Finally, they explore the development of Keynes’s ideas by the post-Keynesian economists in the U.S. and Great Britain to see how this interpretation of Keynes differs from the standard approach to his work. Prerequisites: ECON 300 and ECON 305. (McGuire, offered alternate years)

425 Seminar: Public Macroeconomics  This course looks at the role government plays in stabilizing and destabilizing the macroeconomy by means of its expenditures and taxes, its monetary policy, and its exchange rate policy. The course focuses on the experience of Latin America, where mismanagement, heterodox policy, shock treatment, and the “Chicago Boys” have brought the consequences of government policy into sharp relief. Prerequisites: ECON 202 and ECON 300. (S. McKinney, offered alternate years)

435 Political Economy of Latin America  This course studies the interaction of domestic economic structure, political processes, and international pressures in Latin America by means of case studies of specific periods in Mexico, Central America, the Andean region, and Brazil. Prerequisite: ECON 135 or ECON 305. (S. McKinney, offered alternate years)

Typical readings: Paige, Coffee & Power; Haber, Industry and Underdevelopment; Evans, Embedded Autonomy

450 Independent Study  An upper-level elective by arrangement with faculty members.

461 Seminar: Environmental Economics  This seminar focuses on one or two key environmental issues each year. Readings are from both economic and environmental literature. Past class topics have included international energy strategies, Western water issues, negotiation of major international environmental agreements (climate change, ozone depletion, and biodiversity), and free trade and the environment. Students are expected to complete a major term paper and class presentation. (Drennen, Spring, offered annually)
Seminar: Population Issues  This course examines in depth the political economy of population issues. It explores the origins of population theory, the history of world population, demographic projections for the 21st century, social and environmental impacts, and population policy. A substantial research paper is required. (It may serve as the “policy brief” course required of Public Policy majors and minors.) Prerequisite: ECON 305. (Gilbert, offered annually)


Seminar: Veblen  This seminar focuses its attention on the contributions of Thorstein Veblen to economic thought. In particular, Veblen’s contributions in the areas of economic methodology, consumption theory, production theory, and economic development are examined. In addition, Veblen’s critique of the accepted economic theory of his day and his critique of Marxian economics are examined. Prerequisites: ECON 301 and ECON 305, or permission of instructor. (Waller, offered alternate years)

Seminar: Current Issues in Political Economy  This course focuses on different topics each year, such as the changing nature of work and globalization. Prerequisite: ECON 305, or permission of instructor. (Gunn, Fall, offered alternate years)

Seminar: Current Issues in Macroeconomics  In this seminar, students read a variety of current books and articles dealing with the macroeconomy. Examples of issues that arise include: the federal budget, deficit and debt, the Fed and monetary policy, future prospects of the U.S. economy, and the economic position of the U.S. in the world economy. Students are expected to be active participants, write a substantial paper, and make a presentation to the seminar. (McGuire, offered alternate years)

Honors  The Honors program usually consists of one course per term for two or three terms. These courses can be used by student majors to fulfill an upper-level core requirement and the department's senior seminar requirement.

EDUCATION

Charles Temple, Ph.D.; Professor, Department Chair
John W. Burns, Ed.D.; Professor
Patrick Collins, Ed.D.; Professor
Lois Judson, Teacher Certification and Student Placement Director
Helen McCabe, M.A.; Assistant Professor
James MaKinster, Ph.D.; Assistant Professor
Cynthia Sutton, Ph.D.; Associate Professor
Lilian Sherman, M.S. Ed.; Assistant Professor

The Department of Education offers courses within the Colleges’ liberal arts curriculum and programs that prepare students to become certified teachers. Courses are open to all students and address areas, such as, the psychology, philosophy, and history of education; the dynamics of learning language, sciences, social sciences, and the arts; and issues regarding people with special needs.

In addition to its several teacher preparation programs, the education department offers both a disciplinary and interdisciplinary minor and a program leading to a Master of Arts in Teaching.

TEACHER CERTIFICATION PROGRAMS

The department offers programs leading to New York State initial certification in childhood education, childhood and special education: childhood, and several disciplines in adolescent education (grades seven through 12). By reciprocal agreement, New York State certification is recognized in many other states.

In all Hobart and William Smith certification programs students learn to teach by teaching and devote the majority of their course concentrations to academic study outside of the department. Students in teacher certifi-
Education programs may major in almost any discipline or program offered by the Colleges, with the proviso that those seeking secondary certification must major in the subject area in which they wish to be certified (i.e., mathematics, chemistry, English, etc.)

Students must apply for admission to the certification programs, usually in the spring of their first year. Those admitted to a program begin in their sophomore year. The only exception to this policy is in the case of students who transfer into the Colleges. Admission to the program is competitive and is based on good academic standing, demonstrated interest in teaching, and personal traits such as initiative, punctuality, and responsibility.

All students admitted to a certification program are required to complete four semesters of fieldwork (education practica) in local classrooms. Students must spend at least 40 hours per semester working in a classroom in which they are placed by the department.

Tutors (sophomores) are expected to observe their cooperating teachers, work with individuals and small groups, and occasionally teach a whole class.

Assistant teachers (juniors) take on increased responsibilities and regularly teach whole classes. Students are supervised as they teach and are offered personal guidance and encouragement to develop their own best teaching styles.

In addition, all students must complete four teacher seminars that run concurrently with the fieldwork. Teacher seminars meet once a week and address issues of pedagogy. One semester in the senior year is devoted to full-time student teaching. Three course credits are granted for student teaching and an accompanying seminar. Student teaching is the only part of the certification program that is awarded course credit. Tutoring, assistant teaching, and the teacher seminars are all undertaken outside of the normal curriculum and are carried in addition to a full course load in other subjects. However, students may elect to take courses offered by the department leading toward a minor. All candidates for teacher certification in New York State must also pass the New York State Teacher Certification Examination.

**Distribution Requirements for Certification**

In addition to completing the education practica and teacher seminars as noted above, all students pursuing certification must fulfill the following distribution requirements: one science course (lab course recommended), one social science or history course (two recommended), one fine arts course (art history is acceptable), and two courses in a language other than English (or placement at or above the second year level in a language).

*Note:* Distribution requirements are subject to change as New York state publishes new rules for certification.

**Childhood Teacher Certification**

Students may prepare to teach at the childhood level (grades one through six) by completing the childhood teacher certification program. Education practica in this program are completed in a variety of public and private elementary settings in the Geneva area. Student teaching must be completed at the sixth grade level or below. In addition to the distribution requirements noted above, students pursuing childhood certification must also complete college-level work in mathematics. Students may pursue most majors offered at the Colleges.

**Childhood and Special Education: Childhood Certification**

Certification in special education along with elementary education is available by completing the childhood and special education: childhood program. In addition to completing all of the requirements described above for childhood
EDUCATION

certification, students pursuing special education certification must take at least four courses in special education offered by the education, psychology, and sociology departments, and must complete three additional teacher seminars in special education. Student teaching is carried out in both regular elementary classrooms and in special education settings. The special education program at the Colleges is intended to prepare students to work in a variety of school settings with children with disabilities.

Adolescent Certification
Students may prepare to teach at the secondary level (grades seven through 12) by completing the adolescent teacher certification program. The fieldwork in this program is conducted in the subject area in which students are preparing to teach. Presently, the department is licensed to prepare teachers of English, social studies, biology, chemistry, physics, earth science, general science, French, Spanish, Latin, and mathematics.

Secondary certification candidates must meet certain requirements regarding their areas of concentration and must student teach at the seventh-grade level or higher in the subject area in which they seek certification.

Labor Market for Graduates
Among the 2002 Teacher Education Program graduates located (32 out of 42), 100 percent who were seeking full-time teaching or teaching-related positions and were willing to relocate to new job sites (18) secured full-time employment.

REQUIRED TEACHER SEMINARS
The following teacher seminars are professional seminars that meet weekly. In order to register for any of these seminars, students must be enrolled in a teacher certification program. Teacher seminars carry no academic credit, but are counted toward teacher certification by New York state.

Tutor Seminars
081 Teaching for Equity
082 Teaching Reading and Writing
082-01 Teaching Reading and Writing—Elementary

Assistant Teacher Seminars
082-02 Teaching Reading and Writing—Secondary
083 Teaching in the Disciplines
084 Curriculum and Instruction
085 Protecting Children: Policies and Practices

TEACHER SEMINARS IN SPECIAL EDUCATION
In addition to the required teacher seminars listed above, students pursuing certification in special education must complete the following three seminars:

Tutor Seminars
072 Introduction to Special Education
073 Reading, Writing, Assessments, and IEPs

Assistant Teacher Seminars
074 Collaboration and Management

EDUCATION PRACTICA
The following education practica must be completed by all students planning to complete a teacher certification program. Students must be enrolled in a teacher certification program in order to register for any of these practica. Education practica carry no academic credit. Students in these practica are required to spend at least 40 hours a semester working in local classrooms.

Tutor Practica
091 Tutor Practicum I
092 Tutor Practicum II

Tutor practica are completed by students during their first two semesters in a teacher certification program. These practica provide students with field experiences in local classrooms. In addition to observing master teachers at work, tutors are expected to help individual students with academic work, monitor the completion of guided practice by students, and plan and teach lessons to small
Development may substitute for 300 or above education courses. Students majoring in arts and education may not minor in education.

THE MASTER OF ARTS IN TEACHING PROGRAM

The MAT program is open on a competitive basis to students who are enrolled in the undergraduate Teacher Education Program at Hobart and William Smith Colleges. The program is designed to be completed in one academic year, during which students continue their liberal arts studies at the same time they prepare for teaching certification.

Students in the MAT program pursue graduate-level study in a discipline or program of their choice. They apply that study to teaching by completing a graduate-level education course, by student teaching, and by producing a master's project or thesis.

At the conclusion of the program students are eligible for a temporary New York State teaching certificate, which may be raised to the professional level after three years of full-time teaching. There is a considerable advantage to earning a teaching certificate and a master's degree at the same time because New York State now requires that those who are certified to teach at the undergraduate level earn a master's degree within three years.

REQUIREMENTS OF THE PROGRAM

The MAT program consists of eight graduate course credits. Candidates must pass all of the courses in the graduate program with a grade of B- or better. In the spring semester of the senior year, students take EDUC 420 Research in Education. During that semester, they identify a graduate adviser, propose a graduate course of study, and prepare a proposal for a master’s thesis or project. In the fall semester of the graduate year, students carry out their student teaching,
and take an accompanying seminar. They also sign up to begin their master’s project or thesis. In the spring of the graduate year students continue to work on the master’s project or thesis, and take EDUC 520 Graduate Seminar in Education, along with three other graduate courses in liberal arts disciplines or programs. Toward the end of the spring semester students complete their master’s project or thesis and defend it before their graduate committee.

**SCHEDULE**

**Spring Semester Undergraduate Senior Year**
EDUC 420 Research in Education. This course is a survey of educational research methods with a special emphasis on qualitative and teacher-generated research. Students are expected to carry out field-based investigations during the course.

**Fall Semester Graduate Year**
Students pursuing teacher certification at the Childhood level (grades one through six) take EDUC 504 Analysis of Teaching in the Elementary School, Graduate Level (one graduate course credit) and EDUC 505 and 506 Graduate Practicum in Elementary School Teaching (two graduate course credits). Students pursuing dual certification in Childhood and Special Education take EDUC 505 Graduate Practicum in Elementary School Teaching (one graduate course credit) and EDUC 507 Graduate Practicum in Special Education (one graduate course credit). Students pursuing teacher certification at the Adolescent level (grades seven-12) take EDUC 501 Analysis of Teaching in the Secondary School, Graduate Level (one graduate course credit) and EDUC 502 and 503 Graduate Practicum in Secondary School Teaching (two graduate course credits). All students take EDUC 601 Master’s Project (one graduate course credit) or EDUC 602 Master’s Thesis (one graduate course credit).

**Spring Semester Graduate Year**
EDUC 520 Graduate Seminar in Education (one graduate course credit). Three upper level liberal arts courses that are thematically related. No more than one of these courses may be taken in the education department. All three courses are taken at the graduate level (three graduate course credits). EDUC 601 Master’s Project (one graduate course credit) or EDUC 603 Master’s Thesis. (one graduate course credit).

**ELIGIBILITY FOR ADMISSION**
The MAT program at Hobart and William Smith Colleges combines with the work students complete during their undergraduate years in the Colleges’ Teacher Education program to convey all of the credits and experiences needed for teaching certification in New York State. Admission is therefore limited to students who will have entered the Teacher Education program at Hobart and William Smith Colleges during their sophomore year, and will normally have completed all of the requirements for that program by the end of their junior year, with the exception of student teaching and the student teaching seminar.

**APPLICATION PROCEDURE**
Students apply for admission to the MAT program in the fall of their junior year. Acceptance into the graduate program is based on the following:
- Completion of the application for admission to the MAT program.
- An analytical essay in which the applicant reflects on teaching, drawing on experience acquired in the teacher education program.
- Demonstrated success in teacher seminars and practica completed to date.
- A superior academic record, especially in the major subject.
- A written recommendation from the student’s major adviser.
• A written recommendation from one of the cooperating teachers with whom the applicant has worked.

To remain in good standing, students must meet the following requirements by the end of the senior year.
• A grade of B- or better in EDUC 420 Research in Education.
• Completion of an appropriate B.A. or B.S. degree from Hobart College or William Smith College.
• Completion of all undergraduate teacher education seminars and practica.
• Continued academic performance at a superior level.

Application forms are available online at http://academics.hws.edu/education/MAT.

COURSE DESCRIPTIONS
Note: Courses numbered 072 to 094 (teaching seminars and education practica) may be taken only by students who have been admitted to a teacher certification program. They carry no academic credit but are recorded on the student’s official transcript.

091 Tutor Practicum I (Offered annually)
092 Tutor Practicum II (Offered annually)
093 Assistant Teacher Practicum I (Offered annually)
095 Assistant Teacher Practicum II (Offered annually)

072 Teaching Student With Special Learning Needs In this course students examine a variety of ways that teachers understand learners and design instruction in response to those learners. Students explore a range of strategies used by teachers to accommodate the needs of all students and discuss ways to evaluate student learning strengths and needs. (McCabe, offered annually)

073 Reading, Writing, Assessment, and IEPs Students in this seminar study various approaches to teaching reading and writing to children with a wide variety of special education needs. Particular attention is paid to the adaptation of the general education curriculum for children with mild disabilities. Students also learn to develop appropriate functional reading and writing curricula for children with moderate disabilities. This seminar also focuses on the appropriate uses and limitations of some of the assessment tools used in special education. Alternate and adaptive assessment approaches are considered as are IEP development and usefulness. (Staff, offered annually)

074 Collaboration and Management This seminar investigates a variety of collaborative and management approaches effective teachers utilize. Students first explore the special education teacher’s participation as a member of school district and building level interdisciplinary teams and as a team collaborator with general education teaching colleagues. Students then carefully consider the special education teacher’s role as an advocate for students with special needs and their families. Finally, students examine classroom management strategies that promote a positive teaching-learning environment that supports all students. (Sutton, offered annually)

081 Teaching for Equity This seminar establishes the foundations for effective teaching. As students develop keen observation skills they examine human development processes as manifested in classrooms. They explore the teacher’s complex role as well as the social context of schools. They are introduced to learning processes as they relate to motivation, lesson planning, and classroom management, and they also study student diversity issues to insure that the needs of all students are met. In addition, the seminar outlines a framework for special education, IDEA, and curricular and instructional adaptation. (Temple, Sherman, offered annually)

082-01 Teaching Reading and Writing—Elementary This seminar, in conjunction with the accompanying field placement, shows students contemporary approaches for assessing and teaching reading and writing in elementary schools. Topics include emergent literacy and beginning reading, as well as encouraging reading for pleasure and promoting reading and writing to learn. Attention is given to issues of vocabulary, phonological awareness, phonics, word recognition, fluency, and comprehension as encouraged by New York State Learning Standards and the No Child Left Behind Act. (Temple, offered annually)

082-02 Teaching Reading and Writing—Secondary This seminar shows students how to use reading and writing to learn in secondary classrooms, including English as
well as other disciplines. By taking the seminar and trying out the techniques in their accompanying field placement, students consider how to teach study skills, how to teach reading for meaning and for application, and how to promote writing in a range of genres, including as an aid to learning content subjects. (Temple, offered annually)

083 Teaching in the Disciplines Students in this seminar are assigned to various sections, depending on their area of teaching certification. Those pursuing childhood certification and certification at the childhood level in teaching students with disabilities participate in a seminar that explores the teaching and learning of science and mathematics at the elementary level. Students pursuing adolescence certification in particular subjects are assigned to seminars on teaching adolescents in their specific areas: sciences, mathematics, English, social studies, or foreign languages. (Offered annually)

083-01 Teaching Elementary Science and Math This seminar focuses on how children develop mental and manipulation skills that help them construct science and math meanings. Emphasis is on process skills, employing a variety of teaching models, and technology. Students assess, analyze, and adapt curriculum for science and math. They are encouraged to be reflective about their practice. Local, state, and national resources are available with emphasis on New York State Learning Standards. (Offered annually)

083-02 Teaching Secondary Science and/or Math This seminar focuses on constructivist teaching and learning approaches to science and math. Students engage in a variety of science and math activities designed to model different strategies. They analyze and assess their lessons, incorporate technology where appropriate, and adapt curriculum to meet the needs of all students. They are encouraged to be reflective about their practice. Local, state and national resources are available with emphasis on New York State Learning Standards. (Offered annually)

083-03 Teaching Secondary Social Studies The purpose of this seminar is to acquaint students with social studies teacher certification requirements, the literature and professional organizations that serve as resources in social studies instruction, the process and substance of curriculum (with emphasis on New York State Learning Standards), and issues that are central to social studies instruction in the United States. Included in the course are the use of instructional technology in teaching, evaluative techniques, and integrating the social dimension into geographic concepts. Readings include the New York State Resource Guide, Llewellyn’s Fragments from the Fire, selected literature for young people, and selected articles from social studies journals. (Offered annually)

083-04 Teaching Secondary English This seminar examines the theoretical and practical applications of effective teaching and learning in secondary English classrooms. Students reflect on their field-based experiences in secondary school settings and make connections to the reading and writing processes. They design, assess and analyze lessons that incorporate the New York State Learning Standards, adapting the curriculum to meet the needs of all students when appropriate. They review the journals and organizations that support the profession and develop an understanding of educational technology and its function in the English classroom. (Offered annually)

083-05 Teaching Secondary Foreign Language This seminar addresses teaching, learning, and curriculum for students pursuing adolescence certification to teach a foreign language. After studying second language acquisition, students explore methods and techniques of teaching a language other than English as well as ways of developing cross-cultural understanding among adolescents. In addition to becoming familiar with New York State Learning Standards for teaching foreign language and other resources for teaching language, students explore ways to utilize technology and discuss means of assessing student achievement. (Offered annually)

083-06 Teaching the Arts This seminar familiarizes student with curriculum and instructional techniques in arts education and prepares students to teach art in the elementary and secondary school. Note that the New York state approval of a teacher certification program in art education is still pending as of February, 2004. (Staff, to be offered annually, pending approval from New York state)

084 Curriculum and Instruction In this seminar students examine long-term curriculum development. After discussing curriculum theory students choose a theme in an area of the curriculum which they wish to explore and develop a “curriculum project” (short course or teaching unit) which could be used to teach their specific theme over a period of several weeks. Attention is given to aligning curricula
with New York State Learning Standards and developing integrated curricula as well as adapting curricula for students with special needs. Students also examine a number of models of teaching. Groups of students are assigned different models of teaching, design lesson plans illustrating those models, and present those lessons for analysis. Assessment is also discussed in terms of the curriculum projects which students develop. (Collins, Sherman, offered annually)

085 Protecting Children: Policies and Practices This seminar focuses on three main areas of special need: substance abuse, identification and reporting of child abuse and maltreatment, and families in conflict. Students are informed about alcohol and other drugs, the physical and behavioral indicators of substance abuse, and mandated reporting procedures. The seminar provides an array of options for teachers who are confronted by problems raised by substance abuse. Students are given alternative means for creating safe and nurturing learning environments for all students, including instruction in fire and arson prevention, preventing child abduction, and providing safety education. Family dynamics, factors in the home, and the development of a sense of community and mutual respect are given special consideration. (Offered annually)

200 Philosophy of Education This course is designed to help students articulate and critically examine their own philosophical notions of education. It addresses questions such as: What is education? What are the aims of education? What does it mean to be educated? What are the processes of education? What should be the relationship between education and society? Throughout the course an emphasis is placed upon conceptual analysis of the problems of education in terms of contemporary educational practice. This course is run as a seminar; with the guidance of the instructor, students are responsible for preparing and presenting units of study to be discussed by the entire class. (Collins, Fall, offered annually)

201 History of Education The public school system of today—its organizational style, systems of values and meanings, and social relationships and conflicts—is the present manifestation of historical trends. This course takes a critical look at how the schools came to assume their particular character and functions in contemporary mass society by tracing the roots of school back to the colonial period. It deals briefly with the development and extension of the American common school in the 19th century, before focusing upon the transformation of the schools during the progressive era in the early 20th century and upon the aftermath of progressivism. The course ends with an effort to make sense of a number of contemporary educational issues, conflicts, and trends of historical developments. (Offered annually)

202 Human Growth and Development This is a survey of the major theories of human development. Topics include the progression and determinants of the development of personality, intelligence, language, social competence, literacy, and artistic and music ability. Readings are taken from works by Freud, Erikson, Piaget, Gardner, Gilligan, and others. (Sherman, Fall, offered annually)

203 Children with Disabilities The intent of this course is for students to develop a thorough understanding of and sensitivity to children and youth who experience disabilities. The course examines the following questions: How does society determine who is disabled? What impact does labeling have on children's lives? How special is special education? What are the various disabilities children experience? How do children with disabilities fit in the mainstream of American life? (Sutton, Fall, offered annually)

220 Storytelling and the Oral Tradition Storytelling is the oldest form of teaching; knowing how to marshal words, voice, gestures and sense to steer an audience's collective imagination is still a useful part of any communicator's competence. The scholarship concerning story and the oral tradition is hefty and interesting. In this course students develop and refine their skill as story tellers, as they consider dozens of stories from many traditions, and read scholarly analyses of the oral tradition. Students perform several stories in the course of the semester, both in class and for out-of-class audiences. The course is intended to fulfill a performing arts goal.

Typical readings: Campbell, The Hero With 1,000 Faces; Hearne, Beauties and Beasts; Luthi, The European Folktale; MacDonald, Storyteller's Start-Up Book; Bettelheim, The Uses of Enchantment; Rodari, The Grammar of Fantasy; Zipes, The Brothers Grimm; Yolen, Favorite Folktales From Around the World

295 Theatre and the Child Students in this course examine both the theoretical and practical dimensions of producing theatre for and by young people. Students examine the
production process in terms of the developmental needs of children and critically review a wide range of dramatic literature written for young people. Students are required to make a substantive contribution to a theatre education project in the local schools. The emphasis throughout is upon exploring the educational potential of theatre as an art form. (Collins, not offered in 2005 or 2006)

301 Drama in a Developmental Context Students in this course study the relationship between dramatic experience and human development with an eye toward examining the educational potential of drama. In addition to exploring various perspectives on drama in education, students complete readings that analyze the functions of drama in human development. The course runs as a workshop/seminar in which students experience and analyze various methods of using drama for educational purposes. Students also develop a drama project with a group of local children. (Collins, Spring, offered annually, not offered in 2005)

320 Children’s Literature This course considers contemporary works that represent the main forms of literature for children: tales and poems from the oral tradition; picture books; “easy readers”; chapter books; young audiences. Participants in the course are expected to tell and read stories in local schools and day care centers. (Temple, Fall, offered alternate years)

332 Disability, Family, and Society The portrait of disability is changing rapidly throughout the world. This change raises questions about the nature of disability itself. Is disability a pathological condition or a collection of social norms, perspectives, and assumptions? What is more crippling, the condition of disability itself or the attitudes surrounding it? In this course students examine the experiences of children with disabilities and their families. They look at the convergence of disability, family, and social convention to probe its meaning. In particular they analyze the contribution institutional and social systems have made to the creation, elaboration, and preservation of these concepts. (Spring, offered alternate years)

333 Literacy Sixty million adult Americans are said to be functionally illiterate. This course examines reasons why and considers what literacy contributes to ways of thinking and seeing the world. Students explore methods of teaching reading and writing, and carry out an extended practicum in the local schools, where they tutor children, young people, or adults in literacy. The course has an accompanying laboratory. (Spring, offered alternate years)

334 Science and Cognition: Ways of Thinking in Science Students in this course study the psychological foundations of learning science and how these ideas are revealed in standard school science curricula and practice. Topics include science as a specific way of thinking and acting, the content of science, the relationship between the construction of science meanings and learner discourse, and current trends in science education. Students consider the role of social and aesthetic components of science, as well as gender and global perspectives on science and science learning. (MaKinster, offered alternate years)

336 Special Topics in Education The purpose of this series of courses is to investigate a variety of specific, salient social issues in the field of education. Prerequisite: faculty recommendation. (Repeatable)

338 Inclusive Schooling This course focuses on children with special needs within the larger context of general education and public school. Students discuss and debate the following issues: Who are schools for? How has society historically perceived children with disabilities? In what ways has the creation of special education impacted the field of education? Are inclusionary schools too idealistic to work? Is the merger of general and special education beneficial for all students? The class examines models of inclusive classrooms and schools with teachers, parents, students, and administrators who presently work in inclusive settings. Site visits are included. (Sutton, Spring, offered alternate years)

346 Technology in Education: From the Chalkboard to Online Communities This course explores the relationship between the evolution of educational technology and the pedagogical purposes that technology serves. Beginning with an examination of educational technology throughout the 20th century (radio, television, film, etc.) students explore ways in which computers and online communities are currently used, and might be used, to create opportunities for meaningful learning. Some of the topics explored are historical patterns of technology use, identity in online environments, communities of practice, the digital divide, apprenticeship, discourse, and conflict management. (MaKinster, Spring, offered alternate years)
348 Our National Parks  The U.S. National Park Service functions to preserve unique and invaluable cultural resources throughout the country. At the same time, our parks serve a number of more personal purposes. They renew our spirits, provide endless formal and informal educational opportunities and are diverse settings for recreational activities. Students explore our National Park system from educational, historical, sociological, cultural, scientific, political and economic perspectives. Controversies abound when one examines the history and current state of our parks. At the same time, contemporary threats to our parks include financial troubles, overuse by the public, pollution, industry pressures and political agendas. The complexity of these situations create a series of educational challenges in terms of helping visitors, regional citizens and politicians make well-informed personal and political decisions. This course requires at least two weekend field trips. (MaKinster, Fall, 406)  

401 Analysis of Teaching in Secondary School  This seminar accompanies EDUC 402-403, student teaching in the secondary schools. It provides a structure within which participants critically examine their classroom experiences of teaching, learning, and curriculum development, with the goal of becoming reflective practitioners. Texts and readings are selected from those that provide analysis of the experience of secondary school education, as well as those that provide rationales for the methods and purposes of the academic disciplines. This course must be passed with a C- or better in order to be recommended for certification. (Offered each semester)  

402-403 Practicum in Secondary School Teaching  The practicum experience includes supervised observation and teaching of an academic subject in a secondary school. Students spend the entire day at a secondary school for the complete term. EDUC 402-403 must be taken on a credit basis. EDUC 401 is taken concurrently. This course is open only to candidates seeking secondary-school teacher certification. The readings for this course are determined by the subject and grade level being taught. (Offered each semester)  

404 Analysis of Teaching in Elementary and Special Education  This course is a required complement to EDUC 405-406 and 407 and is open only to elementary and special education teacher certification program participants engaged as full-time student teachers. It provides student teachers with an opportunity to critique education as it is offered in school settings for all children. Participants focus upon self-evaluations, curriculum development and enrichment, and the diagnosis of learning problems. Emphasis is placed on application of the above to the teaching of reading. Recent research pertaining to education is discussed. Students must pass EDUC 404 with a grade of C- or better in order to be recommended for certification. (Burns, offered each semester)  

Typical readings: Smith, Understanding Reading; Silvaroli, Classroom Reading Inventory; Newberry Medal winners; Rosenblatt, The Reader, the Text, the Poem  

405-406 Practicum in Elementary School Teaching  Students plan and direct instructional and ancillary activity in an elementary school classroom setting for an academic term. It is expected that the student take on all responsibilities normally accepted by elementary teachers. These include supervision of children, curriculum planning and evaluation, reporting to parents, direction of paraprofessionals and classroom assistants, participation in professional conferences or in-service training sessions, and budgeting. EDUC 405-406 is open to seniors who participate in the elementary teacher certification program. Readings in this course are selected to meet the needs of individual students. (Offered each semester)  

407 Practicum in Teaching Children with Special Needs  This practicum is open to seniors who have completed all other requirements of the department’s program in special education. Participants carry out full-time student teaching with children who have special needs. This practicum is taken in tandem with EDUC 405. (Sutton, offered each semester)  

420 Research in Education  Open only to students enrolled in the Master of Arts in Teaching Program, this course is a survey of educational research methods with a special emphasis on qualitative and teacher-generated research. The course is intended to support students as they prepare and present a proposal for a master’s thesis or master’s project. Students are expected to carry out field-based investigations during the course.  

Typical readings: Silverman, Doing Qualitative Research; Stringer, Action Research in Education; Wolcott, Writing Up Qualitative Research; and Emerson et al., Writing Ethnographic Fieldnotes
Independent Study

Baccalaureate Seminar: Moral and Ethical Issues in Education

The course focuses on ethical and moral issues central to the process of education and the experience of schooling. Participants are expected to develop a position paper in which a point of view pertaining to a specific issue is articulated. (Sherman, Offered each semester)

Typical readings: Dewey, Experience and Education; Sizer, The Students are Watching; Coles, The Call of Stories; Garbarino, Lost Boys

Honors

Analysis of Teaching in the Secondary School, Graduate Level

Open only to students enrolled in the Master of Arts in Teaching program and taken concurrently with student teaching, this seminar provides a structure within which students critically examine their classroom experience in planning, teaching, assessing, and managing a productive environment. Students focus on successfully teaching all learners, including responding to those with diverse needs and from diverse backgrounds. Emphasis is placed on using instructional technology, as well as using reading and writing to learn.

Typical readings: Damon, Greater Expectations; Sizer and Sizer, The Students are Watching (Fall, offered annually)

Graduate Practicum in Secondary School Teaching

Open only to students enrolled in the Master of Arts in Teaching program, this practicum engages students in a full-time practice teaching experience in a high school classroom. Students take on all of the responsibilities expected of high school teachers, including planning and carrying out lessons and assessments, managing productive classrooms, collaborating with other school staff, and reporting to parents. (Fall, offered annually)

Graduate Practicum in Special Education

Open only to students enrolled in the Master of Arts in Teaching program, this practicum engages student in a full-time practice teaching experience in an elementary school, working with children who have special needs. This practicum is taken in tandem with EDUC 505. (Fall, offered annually)

Graduate Practicum in Elementary School Teaching

Open only to students enrolled in the Master of Arts in Teaching program, this practicum engages students in a full-time practice teaching experience in an elementary classroom. Students take on all of the responsibilities expected of elementary school teachers, including planning and carrying out lessons and assessments, managing productive classrooms, collaborating with other school staff, and reporting to parents. (Fall, offered annually)

Graduate Practicum in Special Education

Open only to students enrolled in the Master of Arts in Teaching program, this practicum engages students in a full-time practice teaching experience in an elementary classroom. Students take on all of the responsibilities expected of elementary school teachers, including planning and carrying out lessons and assessments, managing productive classrooms, collaborating with other school staff, and reporting to parents. (Fall, offered annually)

Seminar in Education Research (Graduate)

In this seminar, which is limited to the students enrolled in the MAT program, students continue their study of research paradigms and procedures that can be used in preparing, organizing and presenting a master's thesis or project. Topics for reading and discussion are drawn from the research interests of the students, those having been identified when the students wrote their proposals for master's theses and projects at the end of the previous spring semester.

Typical readings: Textbooks on research such as Carspecken, Critical Ethnography in Educational Research or Creswell, Research Design are used. Other readings are drawn from journals and from books chosen in response to the students' research interests.