

## ENGLISH AND COMPARATIVE LITERATURE

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

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

Concentrations consist of at least three courses which serve to provide focus within the larger discipline. Concentrations may be defined by literary history, genre, or field of study. A genre concentration could, for example, include three courses on poetry, while a literary history concentration might provide an overview of literary history, or allow students to

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

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

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

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This major allows students to study the international aspects of literature. English courses that count toward the comparative literature major or minor have a "c" following the course number (e.g., 228c). A fuller description of the program appears in this *Catalogue* under the comparative literature program.

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

### REQUIREMENTS FOR THE ENGLISH MAJOR (B.A.)

*disciplinary, 11 courses*

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

**REQUIREMENTS FOR THE ENGLISH MINOR**

*disciplinary, 5 courses*

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

**COURSE CONCENTRATIONS**

**Introductory Course**

ENG 101 Literary Consciousness

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

**Course for Non-majors**

ENG 165 Shakespeare for Non-majors

**Creative Writing Courses**

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

**Core Literature and Criticism Theory Courses**

ENG 202 Modern Short Story  
 ENG 207 American Literature to Melville  
 ENG 208 American Literature from Crane  
 ENG 210 Modernist American Poetry  
 ENG 216 Literature of the Gilded Age  
 ENG 217 Chaucer  
 ENG 223 Environmental Literature  
 ENG 225 Shakespeare: Histories and Comedies  
 ENG 226 Shakespeare: Tragedies  
 ENG 228 Comparative Medieval Literature  
 ENG 236 Post-Apocalyptic Literature  
 ENG 239 Popular Fiction  
 ENG 240 18th-Century Literature and Art  
 ENG 246 Globalism and Literature  
 ENG 249 18th-Century Novel  
 ENG 250 English Romantic Poets  
 ENG 255 Victorian Literature  
 ENG 256 The Gothic Novel

ENG 257 Dickens and His World  
 ENG 258 19th-Century English Novel  
 ENG 261 Literature of Decadence  
 ENG 262 Irish Literary Renaissance  
 ENG 264 Post World War II American Poetry  
 ENG 278 Introduction to Dramatic Literature  
 ENG 281 Literature of Sexual Minorities  
 ENG 284 Comic Agony  
 ENG 285 Three English Novelists  
 ENG 290 African-American Autobiography  
 ENG 291 Introduction to African-American Literature I  
 ENG 292 Introduction to African-American Literature II  
 ENG 300 Literary Theory Since Plato  
 ENG 302 Post-Structuralist Literary Theory  
 ENG 304 Feminist Literary Theory  
 ENG 312 Psychoanalysis and Literature  
 ENG 318 Body, Memory, and Representation  
 ENG 322 Renaissance Imagination  
 ENG 327 The Lyric  
 ENG 334 The Epic  
 ENG 337 James Joyce's *Ulysses*  
 ENG 338 Poe, Dickinson and Frost  
 ENG 339 The American Tale  
 ENG 342 Readings in Multi-Ethnic Women's Literature  
 ENG 343 After Huck Finn: Literature of Initiation  
 ENG 354 Forms of Memoir  
 ENG 356 Nabokov, Borges, Calvino  
 ENG 360 20th-Century Central European Fiction  
 ENG 372 20th-Century Latin American Literature  
 ENG 381 Sexuality and American Literature  
 ENG 389 Shakespeare's Language  
 ENG 399 Milton

**Core Theatre Courses**

ENG 178 Acting I  
 ENG 275 Acting II  
 ENG 307 Playwriting Workshop

**Core Film Courses**

ENG 176 Film Analysis I  
 ENG 229 Television Histories, Television Narratives  
 ENG 230 Film Analysis II  
 ENG 233 The Art of the Screenplay  
 ENG 287 Film Histories I  
 ENG 288 Film Histories II  
 ENG 289 Film Histories III  
 ENG 368 Film and Ideology  
 ENG 370 Hollywood on Hollywood

ENG 375 Science Fiction Film  
 ENG 376 New Waves

**Literary Courses Outside the Department**

AMST 100 History and Forms of American Culture  
 AMST 101 American I, Eye, Aye  
 AMST 201 American Attitudes toward Nature  
 ASN 210 Buddhism and Taoism through Chinese Literature  
 ASN 342 Chinese Cinema: Gender, Politics, and Social Change in Contemporary China  
 CLAS 108 Greek Tragedy  
 CLAS 112 Classical Myths  
 CLAS 213 Ancient Comedy  
 FRNE 341 *Boulevard Saint-Germain*  
 RUSE 350 Survey of 19th-Century Russian Literature  
 RUSE 351 Other Voices in 20th-Century Russian Literature: Women Writers  
 WRRH 250 Talk and Text: Introduction to Discourse Analysis  
 WRRH 310 Power and Persuasion: Readings in Rhetoric, Ancient to Medieval  
 WRRH 312 Power and Persuasion: Readings in Rhetoric, Renaissance to Modern  
 WRRH 322 Adolescent Literature  
 WRRH 420 Writers Guild

**Comparative Literature Courses**

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

**COURSE DESCRIPTIONS**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**217 Chaucer** Chaucer composed his poetry in the context of peasant risings, religious heresy, English imperialism, and the aftermath of the Black Death. Focusing primarily on *The Canterbury Tales*, this course investigates issues surrounding the authorship, language, audience, and ideologies of Chaucer's work within the larger cultural, social, and political context of late medieval England. Readings may also

include *Troilus and Criseyde*, *The Legend of Good Women*, and some of Chaucer's short poems. (Erussard, *offered alternate years*)

**223 Environmental Literature** In this course students read essays and poems by contemporary American nature writers who concern themselves with the human experience of and relation to nature. These writers lovingly evoke the American landscape while at the same time contemplating the modern environmental crisis. They approach the question of the meaning of nature in our lives in personal, as well as philosophical and ethical, ways. Crosslisted with environmental studies. (Tall, *offered alternate years*)

Typical readings: Annie Dillard, Gretel Ehrlich, Scott Russell Sanders, Gary Snyder, Susan Griffin, Kim Stafford, Terry Tempest Williams, and Michael Pollan

**225 Shakespeare: Histories and Comedies** This course considers the separate genres of history, play, and comedy in which Shakespeare worked, and of some theoretical relationships between them. Historical time in the Tudor myth which structures the second tetralogy of history plays is reminiscent of the comic time of the romantic comedies. Both deal with the correction of disorder by wisdom and love so that life can be affirmed. Biographical facts about Shakespeare are introduced along with Elizabethan philosophical backgrounds in order to render the texts more accessible to the modern reader. (Cummings, *Fall, offered annually*)

Typical readings: Selections from *The Norton Shakespeare*; the second tetralogy, *Richard II*, *Henry IV, Parts 1 and 2*, and *Henry V*; selected comedies, *The Taming of the Shrew*, *Much Ado about Nothing*, and *As You Like It*

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

**228c Comparative Medieval Literature** This course surveys some of the major forms of medieval literature—the epic, the romance, and the fable—and attempts to relate these works to the earlier classical tradition. In addition, it attempts to make both cross-cultural connections and connections with the social, historical, and philosophical levels of medieval culture.

(Erussard, *offered alternate years*)

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

**229 Television Histories, Television Narratives**

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

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

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

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

Prerequisites: ENG 101 (Holly, *offered annually*)

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

**236c Post-Apocalyptic Literature** This course explores literature that imagines societal and individual life in the aftermath of near-terminal and apocalyptic events. It considers biblical, post-nuclear, post-holocaust, and culture-

destroying experiences and responses to them: despair, recovery, redemption, regeneration, and continuance, and the ways they are figured in a variety of comparative literatures. (Weiss, *offered alternate years*)

Typical readings: Silko, *Ceremony*; Grossman, *See Under: Love*; Milosz, *The World*; Dostoevsky, *Dream of a Ridiculous Man*; Levi, *The Drowned and the Saved*; Hoban, *Riddley Walker*; Matthieson, *Far Tortuga*

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

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

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

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

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

**250 English Romanticism** That nature in the wild is beautiful is a Romantic discovery. Mountains were thought ugly in the West until the Romantic movement saw their sublimity.

The Romantic movement revolutionized almost every aspect of human life, including noticing nature. The place in the world of human beings was put into question. Romanticism is anti-authoritarian, perhaps the world's first and unfinished, world-wide movement against systematization, against normalization. Sometimes people without imagination mistake rules for order. The romantic movement saw that order more often meant suppression, repression, oppression. (*Offered every three years*)

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

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

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

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

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

Typical readings: Walpole, *The Castle of*

*Otranto*; Shelley, *Frankenstein*; Stoker, *Dracula*; C. Brontë, *Jane Eyre*; E. Brontë, *Wuthering Heights*; Rhys, *Wide Sargasso Sea*; Poe, *The Narrative of Arthur Gordon Pym*; Doyle, *The Parasite*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Typical readings: Hurston, *Their Eyes Were Watching God*; Larsen, *Passing*; Himes, *If He Hollers Let Him Go*; Wright, *Black Boy*; Petry, *The Street*; Marshall, *Brown Girl, Brownstones*; Morrison, *Sula*

**292 Introduction to African-American Literature II** This course looks at past enslavement writings by African Americans from DuBois to James Waldon Johnson and Nella Larson. (A series of three or four courses constitute the Introduction to African-American literature). (Basu, *Fall*, offered alternate years)

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

Students look at several texts which occupy spaces in between the strict division, and explore the challenges these texts pose to the distinction. Finally, students read some works of contemporary historical fiction and discuss the ways these fictions respond to the problems of historical truth. Prerequisite: ENG 101 or 102. (Conroy-Goldman, offered alternate years)

Typical readings: Schama, *Dead Certainties*; Wechsler, *Mr. Wilson's Cabinet of Wonders*; Delillo, *Libra*; Byan, *Possession*

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

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

Typical readings: Joseph Conrad, Franz Kafka, Virginia Woolf, Wallace Stevens, Samuel Beckett, E.L. Doctorow, Frederic Jameson

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

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

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

**305 Poetry Workshop** For students highly motivated to write poetry, this course offers the opportunity to write both independently and in response to technical issues raised in class. Class



time is divided between discussions of modern poetry (using an anthology and a collection of essays by contemporary poets) and workshops on student writing. Close reading and the revision process are emphasized. There are individual conferences, one critical paper, and, as a final project, a small collection of poems. Prerequisites: permission of the instructor is required based on a writing sample. ENG 260 is generally required. (Tall, *Spring*, offered alternate years)

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

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

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

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

**310 Creative Nonfiction Workshop** This is a writing course in creative nonfiction designed for English majors or others seriously interested in working to develop their own voices in the medium of the personal essay. Students read and discuss essays by major contemporary American essayists. They also read and discuss each others' essays in a workshop with an eye toward revision.

Participants should be prepared to write one essay a week. Prerequisite: permission of instructor, based on a writing sample. (Tall, *Spring*, offered annually)

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

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

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

**317 Hearts of Darkness** This course explores the European encounter with the non-Western world; in the encounter with that which is alien, an exploration of Western culture and the Western psyche takes place. Conrad's *Heart of Darkness* is the archetype of this encounter. In the hundred years since it was written, Western and non-Western writers have constructed versions and counter-versions of it. Colonialism, identity, love, religion, freedom, justice, the nature of the self, and the complex character of western civilization itself are all subjects. Students read each fiction by the light of its own structure and intent as well as in dialogue with Conrad.

Typical readings: Conrad, *Heart of Darkness*; Kingsley, *Travels in West Africa*; Greene, *The Quiet American*; Matthiessen, *At Play in the Fields of the Lord*; Salieh, *A Season of Migration to the North*

**318 Body, Memory, Representation** Black women writers have initiated an important line of inquiry that is perhaps best represented by the publication of several reconstructions of slavery in fiction of slavery in fiction. In these texts, black women writers represent the desires of slaves, and, at a fundamental level, the course examines the relationship between power and desire and the suggestion that desire itself cannot be evacuated of power relations. Taking slave desires of the other, the course compares these

desires to contemporary gendered and sexual normativity. (*Offered annually*)

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

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

Typical readings: Ariosto, *Orlando Furioso*; Rabelais, *Gargantua and Pantagruel*; Cervantes, *Don Quixote*

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

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

**338 Poe, Dickinson, Frost** This course is a study of three American originals, eccentrics who, though wildly different from one another, reflect in common some central aspects of the American psyche. (Crenner, *offered alternate years*)

Typical readings: Poe, *Eureka* and other essays, stories, and poems; Dickinson, complete poems and selected letters; Frost, poems and essays

**339 American Tale** A study of selected short fiction by some of the major authors of 19th-century America, this course uses Northrop Frye's distinction between the short realistic form he calls "story" and the short romance form he calls "tale" to illuminate readings of short fictions by

Poe, Hawthorne, Stowe, Chopin, Wharton, James, and others. (Crenner, *offered alternate years*)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**450 Independent Study**

**490 Honors**

## ENVIRONMENTAL STUDIES

*Environmental Studies Faculty*  
John Halfman, Geoscience, Director

*Coordinating Committee*  
Nan Arens, Geoscience  
Walter Bowyer, Chemistry  
Scott Brophy, Philosophy  
Judith Maria Buechler, Anthropology  
Sigrid Carle, Chemistry  
Tara Curtin, Geoscience  
Bahar Davary, Religious Studies  
Christine de Denus, Chemistry  
Mark Deutchlander, Biology  
Thomas Drennen, Economics  
Christopher Gunn, Economics  
Clifton Hood, History  
Jo Anna Isaak, Art  
Mark Jones, Art  
Kristy Kenyon, Biology  
Neil Laird, Geoscience  
Steven Lee, Philosophy  
James MaKinster, Education  
Richard Mason, Sociology  
Stanley Mathews, Architecture  
Brooks McKinney, Geoscience  
Kevin Mitchell, Mathematics and  
Computer Science  
Elizabeth Newell, Biology  
Ilene Nicholas, Sociology  
Carol Parish, Chemistry  
Eric Patterson, English / American Studies  
Erin Pelkey, Chemistry  
Craig Rimmerman, Political Science  
James Ryan, Biology  
Deborah Tall, English

Earth's environment is maintained through complex feedback mechanisms which, over geologic time, have operated to keep that environment within a range appropriate for life. Humans have always affected the environment, but since industrialization the nature and scope of their impact has increased dramatically.

Presently, our use of natural resources

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

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

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

## AREAS OF CONCENTRATION

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

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

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

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

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

*Aquatic Studies* emphasizes the environmental aspects of the hydrosphere including watersheds, lakes, streams, wetlands, groundwater, the atmosphere,

and the oceans. Within this area, students can focus on aquatic science courses, or focus on an aquatic topic (e.g., water resources and protection), resulting in a program that spans multiple departments. A double major, where the second major is in a discipline, is highly recommended.

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

*interdisciplinary, 12 courses*

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

**REQUIREMENTS FOR THE ENVIRONMENTAL STUDIES MINOR**

*interdisciplinary, 6 courses*

ENV 110 or substitute one additional ES Core course; one ES Core course from each division; and two ES Elective courses from the ES Core and/or ES Elective course lists at the 200 level or above.

**ENVIRONMENTAL STUDIES INTRODUCTORY COURSES**

**Topics in Environmental Studies**

- ENV 110-01 Biodiversity (Newell or Arens)
- ENV 110-02 Energy (Drennen and Halfman)
- ENV 110-03 Water (B. McKinney and Ryan)
- ENV 110-04 Global Climate Change (Curtin)
- ENV 110-05 Sense of Place (Tall)

**ENVIRONMENTAL STUDIES CORE COURSES**

**Humanities Core**

- ART 451 Art and Ecology Seminar (Isaak)
- AMST 201 American Attitudes Towards Nature (Patterson)
- ENG 223 Environmental Literature (Tall)
- HIST 215 American Urban History (Hood)
- HIST 246 American Environmental History (Hood)
- PHIL 154 Environmental Ethics (Lee or Oberbrunner)
- REL 226 Ecology of the Sacred (Davary)

**Natural Sciences Core**

- BIOL 150 Foundations of Biology (biology faculty)
- BIOL 16x BIOL 161-166 Introductory Topics in Biology (biology faculty)
- CHEM 110 Molecules that Matter (chemistry faculty)
- ENV 191 Introductory Environmental Science (Halfman)
- GEO 190 Environmental Geoscience (geoscience faculty)

**Social Sciences Core**

- ANTH 210 Prehistoric Ecology (Nicholas)
- ANTH 280 Environment and Culture (Buechler)
- ECON 212 Environmental Economics (Drennen)
- POL 328 Environmental Policy (Rimmerman)
- SOC 249 Technology and Society (Mason)
- SOC 271 Sociology of Environmental Issues (Mason)

**ENVIRONMENTAL STUDIES ELECTIVE COURSES\***

- AMST 101 American I, Eye, Aye (Quinby)
- ANTH 206 Early Cities (Nicholas)
- ANTH 228 Physical Anthropology (Nicholas)
- ANTH 247 Urban Anthropology (Buechler)
- ANTH 271 Jobs, Power and Capital (Buechler)
- ANTH 285 Primate Behavior (Nicholas)
- ANTH 296 African Cultures (Dillon)
- ANTH 297 Peoples and Cultures of Latin America (Buechler)
- ANTH 298 Modern Japan (Dillon)
- ANTH 326 Patterns and Processes in Ancient Mesoamerica Urbanism (Nicholas)
- ARCH 301 Design II: The Immediate Environment (Hauser)
- ARCH 302 Design III: The Wider Environment (Hauser)
- ARCH 311 History of Modern Architecture (Mathews)

ENVIRONMENTAL STUDIES

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

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SOC 258	Social Problems (Mason)
SOC 275	Social Policy (Monson)
SOC 290	Sociology of Community (Harris)
SOC 300	Classical Sociological Theory (Moodie, Spates)
SOC 325	Moral Sociology and the Good Society (Spates)

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

### EXAMPLE CONCENTRATIONS

#### NATURAL SCIENCES

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

BIDS 219	Math Models and Biological Systems
BIOL 212	Biostatistics
BIOL 220	General Genetics
BIOL 225	Ecology
BIOL 233	General Physiology
BIOL 236	Evolution
BIOL 316	Conservation Biology
BIOL 327	Behavioral Ecology
BIOL 339	Physiological Ecology
CHEM 120	Chemical Reactivity
CHEM 210	Quantitative Chemical Analysis
CHEM 240	Introduction to Organic Chemistry
CHEM 241	Intermediate Organic Chemistry
CHEM 348	Biochemistry I
CPSC 124	Introduction to Programming
GEO 230	Problems in Earth History
GEO 240	Mineralogy
GEO 250	Physical Oceanography
GEO 260	Meteorology
GEO 280	Hydrogeology and Geochemistry
GEO 320	Sediments and Sedimentary Rocks
GEO 330	Limnology
MATH 130	Calculus I
MATH 131	Calculus II
MATH 214	Applied Linear Algebra
MATH 232	Multivariable Calculus
MATH 237	Differential Equations
MATH 350	Probability
MATH 353	Mathematical Models
PHYS 150	Introduction to Physics I
PHYS 160	Introduction to Physics II

PHYS 270	Modern Physics
PHYS 285	Mathematical Methods

### CONCEPTS OF NATURE

Select courses from each group.

#### Aesthetic, Literary and Religious Concepts

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

#### Ethical Concepts

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

#### Methodological Concepts

EDUC 334	Science and Cognition
PHIL 239	Philosophy of Natural Science
PHIL 372	Early Modern Philosophy

#### Social and Historical Concepts

ANTH 210	Prehistoric Ecology
ANTH 280	Environment and Culture: Cultural Ecology
ECON 212	Environmental Economics
ECON 348	Natural Resources and Energy Economics
HIST 215	American Urban History
HIST 234	Medieval History
HIST 246	American Environmental History
HIST 253	Renaissance and Reformation
HIST 256	Technology and Society in Europe
HIST 310	Rise of Industrial America
POL 328	Environmental Policy
SOC 249	Technology and Society
SOC 251	Sociology of the City
SOC 271	Sociology of Environmental Issues

### SOCIAL ECOLOGY

Essential courses: ANTH 210, ANTH 280 or HIST 246, ECON 212 or ECON 236, POL 328, SOC 249 or SOC 271. Select



remaining courses from any one of the following groups.

**Work Concentration**

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

**Ethical and Moral Issues Concentration**

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

**Communities and History Concentration**

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

**PUBLIC POLICY**

Essential courses: ANTH 280, ANTH 279 or HIST 246; ECON 212. Select remaining courses from the following electives: AMST 201, ECON 348, ECON 461, HIST 397, PHIL 154, POL 110, POL 328, SOC 258, SOC 271, SOC 275.

**Other related courses**

- ANTH 247 Urban Anthropology
- ANTH 273 Ethnographic Research and Methods
- ARCH 312 Theories of Modern Architecture and Urbanism
- ART 451 Senior Seminar: Art and Ecology
- ECON 202 Statistics
- ECON 213 Urban Economics
- ECON 232 U.S. Economy: A Critical Analysis
- ECON 301 Microeconomic Theory and Policy
- HIST 208 Women in American History
- HIST 215 American Urban History
- HIST 246 American Environmental History
- HIST 310 Rise of Industrial America
- HIST 311 20th-Century America: 1917-1941
- HIST 312 The U.S. Since 1939
- HIST 397 Environmental History Seminar
- PHIL 232 Liberty and Community
- PHIL 235 Morality and Self Interest
- PHIL 236 Philosophy of Law
- POL 215 Minority Group Politics
- POL 219 Sexual Minority Movements and Public Policy
- POL 236 Urban Politics
- POL 320 Mass Media
- SOC 221 Sociology of Minorities
- SOC 222 Social Change
- SOC 223 Social Stratification
- SOC 225 Sociology of the Family
- SOC 257 Political Sociology

**AQUATIC STUDIES**

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

**COURSE DESCRIPTIONS**

**110 Topics in Environmental Studies** Our introductory requirement emphasizes the interdisciplinary nature of selected pressing environmental issues. Each semester a variety of sections of this introductory requirement will be available, each with its own environmental topic. The current topics include: Biodiversity, Energy, Water, Global Climate Change, and Sense of Place and Environmental Consciousness. Their individual descriptions are found below. This course, ENV 110, is not open to juniors and seniors. Juniors and seniors who have not taken this course are required to replace this required courses with any other ES Core course. (ES Faculty, offered each semester)

**Biodiversity** Why should we care about the extinction of species? What should we do when human needs conflict with the needs of other species? Do other species have a right to exist? These are a few of the difficult questions addressed in this course. Students draw upon biology, geoscience, philosophy, and political science as they explore patterns of biodiversity loss and gain over time, impacts of reductions in biodiversity, strategies for the protection of biodiversity, and philosophical arguments for biodiversity's protection. (Newell, Staff, *offered annually*)

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

**Biodiversity** Biologists estimate that Earth is populated by between 10 million and 100 million species. Each is unique and these differences constitute biodiversity. In this course students explore the origins and history of all that diversity, including Earth's history of extinctions, as a context in which to consider today's world. How bad is today's biodiversity "crisis"? How does it compare with past events? What are its causes? Are there solutions? How do we as individuals fit into the picture, making ethical, social and scientific decisions about biodiversity? Students explore these questions through reading, discussion, writing and original research. (Arens, *offered annually*)

Typical readings: Wilson, *The Diversity of Life*

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

Typical readings: Hinrichs, *Energy*; other readings from scientific journals, news magazines, and newspapers

**Water** This course examines water as a critical, renewable resource using several different perspectives. Initially, students seek a scientific understanding of how water moves and the aquatic ecosystems it supports. Then they look at water use and development in the arid western United States as a case history of water scarcity

and the policies that help address such problems. Finally, students apply both the scientific and historical perspectives to current water issues, both regional and global. Note that this course includes a mandatory laboratory period which is used for field trips and special class activities. (Ryan/B. McKinney, *Spring, offered alternate years*)

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

**Global Climate Change** Today, an experiment is being conducted upon the world in which we live: What is the global effect of increasing the amount of greenhouse gases in the atmosphere through the burning of fossil fuels, deforestation, etc.? This class addresses numerous questions and perspectives regarding global change. What is global change? What causes it? What are the consequences? Who/what does it effect? Is there natural variability in global climate and, if so, how much? What influence do/can/have humans have (had) on global climate? How do we know the difference between short and long term climate trends? Does the Earth have the ability to moderate climate regardless of the cause? What are our responsibilities, as an individual, a nation, to the Earth? How does population growth, industrialization, economic status, social, ethical, and political beliefs effect an individual's/country's perspective or role in experiencing/dealing with the consequences of global climate change? A number out-of-classroom activities will be required, involving fieldtrips and supporting the local community on issues related to global change. (Curtin, *offered annually*)

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

**Sense of Place and Environmental Consciousness** This course explores sense of place: people's view of and attachment to communities and bioregions, and how this affects their relationship to and actions toward the environment. Students read works by geographers, historians, anthropologists, religious scholars, social critics, environmentalists, geologists, and creative writers to consider how people—here and elsewhere in the world, now and historically—express their view of the land they live on through architecture, farming practices, zoning laws, placenames, religion, community traditions, social policy, etc. The class touches on such subjects as sacred land vs. commercial land, utopian experiments, contemporary gated communities, "virtual" places, and the slow food movement. And students use the Geneva area as a case study to discern how a

culture inscribes itself on a landscape, altering the environment to create a sense of place. (Tall, *offered alternate years*)

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

**191 Introduction to Environmental Science**

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

Typical Readings: Enger and Smith, *Environmental Science*, plus supplementary readings.

**250 Human Impact on South American Environments**

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

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

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

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

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

## EUROPEAN STUDIES

### *Program Faculty*

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

European studies provides students with a systematic introduction to European culture, a critique of European mythology and origins from several perspectives, and coherent concentrations at the major and minor level. It is an appropriate field for those interested in international politics, global economies, and the fine and performing arts. Study in Europe is recommended for all European studies students.

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

*interdisciplinary, 11 courses*

EUST 101 and 102; one European studies theory course; one European studies fine or performing arts course; two semesters of a European language at a level appropriate to the student; and five additional courses focused on a single theme in European studies.

### **REQUIREMENTS FOR THE MINOR**

*interdisciplinary, 7 courses*

EUST 101 or 102; one European studies theory course; one European studies fine or performing arts course; one semester of a European language at a level appropriate to the student; three additional courses focused on a single theme in European studies.

### **EUROPEAN STUDIES COURSES**

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

### **THEORY COURSES**

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

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

**FINE AND PERFORMING ARTS COURSES**

The following is a non-exhaustive, representative list of courses that meet the requirement for a European studies course in fine and performing arts.

- ART 210 Woman as Image and Image Maker
- ART 223 The Poetry of Color: Painting in Venice (1470 1600)
- ART 226 Northern Renaissance Art
- ART 230 The Age of Michelangelo
- ART 232 Rococo Art and Architecture
- ART 240 European Painting in the 19th Century
- ART 250 20th-Century European Art: Reality Remade
- ART 256 Art of Russian Revolution
- ART 333 Contemporary Art
- DAN 210 Dance History I
- DAN 212 Dance History II
- MUS 130 Beethoven: The Man and His Music
- MUS 150 In a Russian Voice
- MUS 160 The Symphony
- MUS 202 History of Western Art Music: Medieval/Renaissance
- MUS 203 History of Western Art Music: Baroque Classical
- MUS 204 History of Western Art Music: Romantic Modern
- MUS 206 Opera As Drama

**CONCENTRATION REQUIREMENTS IN EUROPEAN STUDIES**

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

**Sample Concentrations**

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

**Political Culture in Modern Europe**

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

**Gender Systems in European Societies**

- ART 210 Woman as Image and Image-Maker
- CLAS 230 Gender in Antiquity
- ENG 388 Writing on the Body
- FRE 380 *Images de Femmes*
- FRNE 311 Feudal Women in France, Vietnam and Japan
- HIST 367 Women and the State: Russia

**A Case Study in Comparative Development—Russia and France**

- ECON 146 Russian Economy: From Plan to Market
- FRNE 395 Society and Culture of the *Ancien Régime*
- HIST 223 Modern France
- HIST 237 Europe Since the War
- HIST 260 Peter the Great to 1917

**COURSE DESCRIPTIONS**

**101 Foundations of European Studies I: Antiquity to Renaissance** Arising from the conjunction, over time, of ancient Mediterranean peoples with other indigenous groups, the set of cultures known as “European” continues to influence us. Drawing on art, history, literature, music, and philosophy from Greco Roman antiquity to the Renaissance, this course explores, both historically and critically, some of the core ideas which characterize these European cultures. (Baer, Sage, Robertson)

Typical readings: selected works from the Greek, Roman, Medieval and Renaissance literature in history and philosophy. Examples include Homer, Sophocles, Plato, Herodotus, Livy, Perpetua, Hildegard, Catherine of Siena, Boccaccio, Aquinas, Maimonides, Machiavelli, *Voyages of Columbus*

**102 Foundations of European Studies II: Early Modern to Postmodern Europe** The course explores the structural transformations Europe has undergone since the sixteenth century while assessing critical European engagement with those transformations. Some of the topics covered are: the rise and transformation of the European state system; the Reformation; the development of capitalism and a class society; the origins of democratic liberalism; scientific and technological revolution; the Enlightenment; imperialism and colonization; the development of the modern subject; and Europe in the age of globalization. (O'Connell, Shovlin)

Typical readings: Machiavelli, *The Prince*; Defoe, *Robinson Crusoe*; Locke, *Second Treatise of Government*; Marx & Engels, *The Communist Manifesto*; Dickens, *Hard Times*; Conrad, *Heart of Darkness*; Camus, *The Fall*.

## FISHER CENTER

Betty Bayer, Women's Studies, Director

The Fisher Center for the Study of Women and Men provides interdisciplinary courses to bring students together to pursue in-depth study of gender issues through the Center's yearly theme. Courses are coordinated with the series' evening lectures and morning roundtables in order to offer students and others the opportunity for sustained conversation around central concerns for contemporary culture. Yearly themes have included globalization and labor; globalization and education; and, for 2004-2005, globalization, rights and health.

### COURSE DESCRIPTIONS

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

FSCT 300-level **Fisher Center Topics** This interdisciplinary course pursues the Fisher Center yearly theme through the expertise of the Fisher Center Fellow. The course focuses on an aspect of the theme in-depth, offering a thorough understanding of the topics through extensive reading and writing. Courses are crosslisted with other departments or programs as approved on an annual basis. The 2004-05 topical theme is "Globalization, Rights and Health."

## FRENCH AND FRANCOPHONE STUDIES

Catherine Gallouët, Ph.D.; Professor,  
Department Chair

Kanate Dahouda, Ph.D.; Assistant  
Professor

Marie France Etienne, Ph.D.; Professor  
George Joseph, Ph.D.; Professor  
Nadia Louar, Ph.D.; Assistant Professor

In our global village, the ability to speak and function in a foreign culture has become an essential skill. French remains one of the most important languages in the world: it is one of the two official languages of the European Union, the second language of the United Nations, one of the national languages of Canada and the official language of several African countries. French is also enjoying a renaissance in Francophone areas of the southern United States, and it is spoken on most continents. Because of the diversity of French speaking cultures throughout the world, the French and Francophone studies department offers integrated courses in language, culture, and literature that reflect this rich diversity. Departmental instruction is primarily in French except for a series of French and francophone courses offered in English.

The French and Francophone studies program offers a disciplinary major in French and Francophone studies, and three minors, one disciplinary and the other two interdisciplinary. The disciplinary major and minor consist entirely of courses from the department. The interdisciplinary concentration in French minor validates the experience of non major students enrolled in French language classes by making the semester abroad in Aix or Dakar the main multidisciplinary curricular core component. The interdisciplinary Francophone studies minor acknowledges the variety

and richness of the francophone world. This minor will interest students majoring in such fields as anthropology, archaeology, studio art, art history, history, economics, environmental studies, political science, psychology, education, and women's studies.

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

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

### FRENCH AND FRANCOPHONE STUDIES MAJOR (B.A.)

*disciplinary, 10 courses*

All French courses numbered 226 or above count toward the major. Normally, a student must take FRE 226, FRE 227 (or the equivalent) and an additional eight courses. No more than one departmental French/Francophone literature course taken in English may count toward the major. Courses must include: FRE 226, FRE 227, FRE 241, and FRE 242; two

courses from FRE 251, FRE 252, FRE 253 (may not be taken in senior year); and two 300-level courses, one in the senior year. Upon declaring the major, the student may select an area of concentration, *Traditions Françaises*, or *Parcours Multi-culturel*.

**REQUIREMENTS FOR THE *TRADITIONS FRANÇAISES* CONCENTRATION FOR THE MAJOR (B.A.)**

FRE 226, FRE 227 (or the equivalent); FRE 241; FRE 251 and FRE 252 (must be completed before the senior year); two other 300-level French courses taught in French, one in the senior year; one Francophone course at the 200 or 300 level; and two additional courses selected in consultation with the adviser. French majors are strongly encouraged to pursue off campus study (Avignon/Aix-en Provence or Dakar, Sénégal).

**REQUIREMENTS FOR THE *PARCOURS MUTICULTURELS* CONCENTRATION FOR THE MAJOR (B.A.)**

FRE 226 and FRE 227 (or equivalent); FRE 243; FRE 251 or FRE 252; and FRE 253 (must be completed before the senior year); two Francophone courses at the 300 level, one in the senior year; one French 200- or 300-level course, and two additional courses selected in consultation with the adviser. French majors are strongly encouraged to pursue off campus study in a Francophone country other than France (Sénégal).

**REQUIREMENTS FOR THE FRENCH AND FRANCOPHONE STUDIES MINOR**

*disciplinary, 6 courses*  
 FRE 226 and 227 (or equivalent demonstration of competency in speaking, reading, writing, and listening); FRE 241 or 242; one Francophone course at the 200 or 300 level; and one 200- or 300-

level French course. No more than one departmental French/Francophone culture or literature course taught in English may count toward the minor.

**REQUIREMENTS FOR THE CONCENTRATION IN FRENCH MINOR**

*interdisciplinary, 6 courses*  
 This minor combines a semester abroad with courses taken before and after that semester in uninterrupted sequence. Requirements include one or two courses in French preceding the semester abroad, a semester abroad with four courses in Aix or Dakar, and one or two courses upon returning from abroad. The minor may begin at any level of language acquisition, including the 100 level.

**REQUIREMENTS FOR THE FRENCH AND FRANCOPHONE STUDIES MINOR**

*interdisciplinary, 6 courses*  
 Six courses selected in consultation with an adviser in the program and including one course in French at the 200 level or above, at least two French and Francophone literature and culture courses, and two courses in other disciplines. A semester abroad in Avignon, France; Dakar, Sénégal; Geneva, Switzerland; or Hanoi, Vietnam, is strongly recommended.

**COURSES IN ENGLISH**

- FRNE 111 Them and Us: Diversity in Modern France
- FRNE 211 Black African Literature: The Quest for Identity
- FRNE 213 Vietnamese Literature in translation
- FRNE 218 Island Voices: Culture and Identity In French Caribbean Literature
- FRNE 219 Beyond Colonialism: Maghreb Cultures and Literatures
- FRNE 311 Feudal Women in France, Vietnam and Japan
- FRNE 341 *Boulevard Saint-Germain*
- FRNE 395 Society and Culture of the *Ancien Régime*



**COURSES IN FRENCH**

**Language Acquisition**

**Level 1: Fundamentals Language Skills**

FRE 101	Beginning French I
FRE 102	Beginning French II
FRE 105	Beginning French in Review
FRE 121	Intermediate French I
FRE 122	Intermediate French II
FRE 125	Intermediate French in Review

**Level II: Advanced Language Skills**

FRE 226	French in Review I: <i>Parler et comprendre</i>
FRE 227	French in Review II: <i>Lire, Écrire et traduire</i>

**Culture and Literature**

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

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

**Level IV: Advanced**

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

**Crosslisted Courses (Interdisciplinary Minor)**

ALST 150	Foundations of Africana Studies
ALST 214	Sénégal: an Orientation
ALST 216	African Literature II: National Literatures of Africa
ALST 240	Third World Women's Texts

ALST 310	Black Images/ White Myths
ART 101	Ancient to Medieval
ART 102	Renaissance to Modern
ART 116	World Architecture
ART 216	Medieval Monuments
ART 240	European Painting in 19th Century
ART 249	Islamic Art and Architecture
ART 389	Rococo to Revolution
DAN 210	Dance History I
DAN 212	Dance History II
DAN 214	Dance History III
HIST 103	Revolutionary Europe
HIST 223	Modern France
HIST 234	Medieval History
HIST 241	The Politics of Gender and Family
HIST 250	Medieval Popular Culture
HIST 257	The French Revolution
HIST 259	African Politics
HIST 264	Modern European City
HIST 284	Africa - From Colonialism to Neo
HIST 301	The Enlightenment
HIST 325	Medicine in Modern Europe
MUS 202	Medieval/Renaissance
MUS 203	Baroque/Classical
MUS 204	Romantic/Modern
MUS 206	Opera as Drama
POL 140	Comparative Politics
POL 180	Introduction to International Relations
POL 243	Europe After Communism
POL 245	Politics of the New Europe
POL 265	Modern Political Philosophy
POL 296	International Law
POL 428	Pan Africanism
REL 219	Introduction to Islamic tradition
REL 236	Gender and Islam
REL 242	Islamic Mysticism
REL 321	Muslim Women in Literature

**COURSE DESCRIPTIONS**

**COURSES IN ENGLISH (FRNE)**

**FRNE 111 Them and Us: Diversity in Contemporary France** This course introduces the students on the problematics of the place of the other in a modern society, namely France. The principles on which this society is organized (referring particularly to the 1789 *Déclaration des droits de l'homme et du citoyen*). What becomes of these principles today in the face of growing resentment on perceived immigration, and a crisis in national identity is analyzed in writings from media and creative discourse. A study of the current national debate on the Islamic veil in the Republic serves to illustrate the undercurrents of the contemporary French *mentalités*. (Gallouët)

**FRNE 211 Black African Literature I: The Quest for Identity** An introduction to both oral and written forms from Black Africa. This course considers how writers and bards seek to create an identity for their societies and themselves in face of pressures not only from foreign cultures, but also from within their own societies. (Joseph)

Typical readings: Sundiata, Wolof oral poetry, Camara Laye, Ousmane Sembène, Chinua Achebe, Ngugi, Emechetta, Gordimer, Wickham, Head

**FRNE 213 Vietnamese Literature in Translation** In this course students listen to the voices of dissidence and read texts as an expression of a culture in which politics and literature are intertwined, reading texts from Vietnamese writers living in Vietnam, or in exile in America and Australia. Prerequisite: open to all, but recommended for sophomores, and beyond. Taught in English. (Etienne)

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

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

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

**FRNE 219 Beyond Colonialism: Maghreb Literatures and Cultures** Between North and South, Mediterranean and continental Africa, with a rich 2,000 year history and the sequels of colonization, the Maghreb region faces many challenges: national, tribal, linguistic and personal identities, the various faces of Islam, tradition and modernity. The texts introduce students into an extraordinarily diverse culture that seeks solutions to all the challenges of contemporary Algeria, Morocco, and Tunisia. (Gallouët)

Typical readings: readings from contemporary essayist and fiction authors such as Amrouche, Djebbar, Memmi, Mokeddem, Ben Jelloun, Yacine, Feraoun, Khadra

**FRNE 311 Feudal Woman in France, Vietnam and Japan** This course focuses on the role played by women in the shaping of tradition and culture in medieval France, Vietnam and Japan.

Prerequisite: Open to all, but recommended for sophomores and beyond. For French majors: FRE 251 and FRE 252, or permission of the instructor. (Etienne)

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

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

**FRNE 395 Society and Culture of the Ancien Régime** This course offers a study of the structure of the Old Régime of French society and its impact and influence on architecture, painting, and literature from Louis XIII to the French Revolution. Literary texts, as well as multimedia texts illustrating the social and artistic context, are analyzed. Open to all, but recommended for Sophomore and beyond. This course should be of interest to students of Art, Architecture, Comparative literature, French and Francophone Studies, History, Political Science.

Typical readings: Corneille, Sévigné, Lafayette, Montesquieu, Graffigny, Voltaire, d'Alembert, Laclous

## COURSES TAUGHT IN FRENCH

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

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

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

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

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

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

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

**227 French in Review II: Lire, écrire, et traduire** This course continues to review the fundamentals of grammar while emphasizing the skills of reading, writing, and translation. Students will read short stories from the Francophone world and write weekly essays. Prerequisite: FRE 226 or permission of the instructor. (*Spring*)

**241 Prises de vue: Introduction to Contemporary France** This course seeks to analyze contemporary French culture through its representation in films and the press. Major trends examined include youth, education, immigration, women in society, and the political system. Students pursue a research topic of their choice and submit a portfolio at the end of the term. The course includes a required laboratory to view a film every Tuesday night. Students improve their language skills through readings and discussions, and writing weekly film reviews and papers on relevant topics. This course is highly recommended for students planning a term in France. Prerequisites: FRE 226 and FRE 227, or permission of the instructor. (*Gallouët, Fall*)

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

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

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

**243 Topics in Francophone Cultures** This course seeks to introduce the various manifestations of French language and the many Francophone cultures and societies throughout the world. Students are introduced to the concept of *francophonie*, its ideological and political meaning as well as its cultural manifestations and literary expressions. Students

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

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

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

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

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

Typical readings: selections from Montaigne, Descartes, Voltaire, Rousseau, Camus, de Beauvoir, Kristeva, Maalouf, 1789 *Déclaration des droits de l'homme et du citoyen*

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

Typical readings: selections from Camus, Césaire, Djébar, Laye, Pham Duy Khiem, or Ben Jelloun, Montaigne, Montesquieu, de Duras, Senghor, Kourouma, Maalouf

**351 Advanced Francophone Topics:**

**Francophone African Fiction** A study of the origins of Francophone African fiction in both French European and African oral traditions. It includes fragmentation of traditional models of identity in both men and women and the call for both master and slave to embrace a new freedom. Prerequisite: FRE 253 and one of FRE 251, FRE 252, or permission of the instructor. (Joseph, *offered occasionally*)

Typical readings: Soundjata, Diop, Kane, Kourouma, Laye, Onyono, Sembene

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

Typical readings: Fanon, Memmi, Kahoha, Jelloun, Chraïbi, Djébar, Mimouni, and Yacine

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

Typical readings: Pham Van Ky, Pham Duy Khiem, Van Tung, Lê, Loti, Claudel

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

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

**364 Voix Lyriques** In this course, students participate in the metamorphoses of the world through in depth analysis of poems. Prerequisites: FRE 251 and FRE 252, or permission of the instructor. (Joseph, Etienne, Louar, *offered occasionally*)

Typical readings: Baudelaire, Rimbaud, Mallarmé, Valéry, Breton, Eluard, Apollinaire

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

Typical readings: *Malleus Maleficarum*, Nerval, Gautier, Baudelaire, Cocteau

**382 French Theater** In this course, students read and analyze plays from Molière to the present time. A play must be spoken, heard, and visualized—so an important part of the course is devoted to the creative interpretation of selected scenes which are presented on stage toward the end of the term. Prerequisites: FRE 251 and FRE 252, or permission of the instructor. (Etienne, Louar, *offered occasionally*)

Typical readings: Molière, Marivaux, Hugo, Sartre, Beckett, Racine

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

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

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

**450 Independent Study**

**495 Honors**

## GEOSCIENCE

D. Brooks McKinney, Ph.D.; Professor,  
Department Chair

Nan Crystal Arens, Ph.D.; Assistant  
Professor

Tara Curtin, Ph.D.; Assistant Professor  
John D. Halfman, Ph.D.; Associate  
Professor

David C. Kendrick, Ph.D.; Adjunct  
Assistant Professor

Neil F. Laird, Ph.D.; Assistant Professor

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

The geoscience department offers courses in geology, geochemistry, oceanography, meteorology, environmental geology, and hydrology. In addition to taking formal courses, most geoscience students undertake undergraduate research during their junior and/or senior year. Our instruction and research are strongly augmented by field data, some of which are acquired on the Colleges' 65-foot research vessel, *The William Scandling*. The department offers two disciplinary majors, a B.A. and B.S., and a disciplinary minor. Courses in other

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

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

*disciplinary, 12 courses*

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

### REQUIREMENTS FOR THE MAJOR (B.S.)

*disciplinary, 15 courses*

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

### REQUIREMENTS FOR THE MINOR

*disciplinary, 5 courses*

Four geoscience courses and one additional course in geoscience, biology, chemistry, computer science, mathematics or physics.

### COURSE DESCRIPTIONS

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

Typical readings: Moran and Morgan, *Meteorology*

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

Typical readings: Press and Siever, *Understanding Earth*, plus supplementary readings

**230 Problems in Earth History** This course develops the methods by which the Earth's history is deciphered. It looks at sedimentary rocks and their structures, fossils and the fossil record, organic evolution, various ways of delineating geologic time, and the geologic history of the North American continent. Laboratory work is centered on analysis of structures, facies, and stratigraphy, with the construction of a geologic map as a culminating activity. Prerequisite: GEO 190 or permission of the instructor. (*Offered alternate years*)

Typical readings: Prothero, Dott, and Dott, *Evolution of the Earth*

**240 Mineralogy** Mineralogy is the study of the structure, chemistry, and origin of minerals. Since minerals are the basic components of all rocks and sediments and are commonly in chemical equilibrium with natural waters, an understanding of minerals is crucial to many fields in geoscience. This course introduces students to the chemical and physical properties of minerals, their occurrence in rocks, and their economic uses. It also familiarizes students with some of the most important minerals and the techniques used in their identification and characterization. Techniques covered include crystallographic, x-ray, spectroscopic, and optical microscopy. Laboratory. Prerequisites: GEO 190 and CHEM 110 (or concurrent enrollment). (McKinney, *offered annually*)

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

**250 Physical Oceanography** This course addresses the ways in which bodies of water, such as the ocean, the Great Lakes, and Seneca Lake, respond to inputs of energy, in particular heat from the sun and energy from the wind. Students examine the distribution of heat, temperature, salinity, and water movements and how they interact with the atmosphere, both on a global scale and on the more localized scale represented by Seneca Lake. Laboratory meets once a week and many meetings are aboard the HWS *Explorer* on Seneca Lake. Prerequisite: Calculus or concurrent registration or consent of instructor. (Laird, *offered annually*)

Typical reading: Pinet, *Invitation to Oceanography*

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

Typical reading: Stull, *Meteorology Today for Engineers and Scientists*

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

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

**290 Paleontology** This course examines the fossil record from the perspective of the questions that can be asked of it. How do fossils contribute to understanding patterns of evolution? What large scale patterns biological diversity are seen only from the vantage point of fossils? How does form give clues to function? What can be learned about Earth's past climates and environments

from fossils? How do fossils tell time in the geologic record? The class answers these questions through a detailed study of the fossils themselves. (Arens, *Fall, offered alternate years*)

### **320 Sediments and Sedimentary Rocks**

Sediments and sedimentary rocks are the most common of the geologic materials on the Earth's surface. Found in them are many of the raw materials used in our industrial society, the record of life in the past and the record of ancient environmental change. Laboratories involve the description, classification, correlation, and interpretation of sediments and sedimentary rocks. Weekend field trips required. Prerequisite: GEO 190, GEO 230, or permission of the instructor. (Curtin, *offered alternate years*)

Typical readings: Boggs, *Principles of Sedimentology and Stratigraphy*, and readings from recent geologic literature

**330 Limnology** Limnology is the study of lakes from a chemical, biological, physical, and geological perspective. Topics include the thermal structure of lakes, lake optics, dissolved gases, biological nutrients, trace elements, plankton populations, food-chain dynamics, estuaries, and the origin and nature of lake basins. Freshwater and marine systems are contrasted, with Seneca Lake serving as an example of the former. The roles of planktonic life, input from rivers, and thermal stratification on the chemistry of Seneca Lake are explored. Special emphasis is placed on biological nutrient dynamics and environmental concerns. Weekly laboratories are conducted on Seneca Lake aboard the HWS *Explorer*. Prerequisites: CHEM 120 and GEO 190 (Halfman, *offered alternate years*)

Typical reading: Goldman and Horne, *Limnology*

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

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

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

Typical reading: Davis, *Structural Geology of Rocks and Regions*

**460 Geoscience Seminar**

**450 Independent Study**

**495 Honors**

## GERMAN AREA STUDIES

### *Program Faculty*

Eric Klaus, German, Coordinator

Eugen Baer, Philosophy

Clarence Butler, German

Jodi Dean, Political Science

Derek Linton, History

Patricia Ann Myers, Music

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

### **REQUIREMENTS FOR THE MINOR**

*disciplinary, 7 courses*

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



classes for this second requirement include GERM 340, GERM 341, GERM 370, or GERM 371.

### REQUIREMENTS FOR THE MINOR

*interdisciplinary, 7 courses*

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

### CROSSLISTED COURSES

#### Cultural Legacies

ART 226	Northern Renaissance Art
ART 250	20 <sup>th</sup> -Century European Art: Reality Remade
ENG 287c	Film Histories I (1895 – 1935)
ENG 368	Film and Ideology
ENG376c	New Waves
MDSC 224	Age of Propaganda I
MDSC 225	Age of Propaganda II
MUS 130	Beethoven: The Man and His Music
MUS160	The Symphony
MUS 203	History of Western Art: Baroque and Classical (1600 – 1800)
MUS 204	History of Western Art: Romantic and Modern (1800 – 1950)
REL 401	Literary and Theological Responses to the Holocaust

### Historical Heritages

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

### Intellectual Traditions

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

### COURSE DESCRIPTIONS

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

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

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

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

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

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

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

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

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

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

**450 Independent Study**

**495 Honors**

**Course Taught in English (GERE)**

**208 Guilt and Punishment in German Culture**

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

Typical readings: Novellas by Heinrich von Kleist, Annette von Dröste-Hülshoff, Thomas Mann, and Günter Grass, among others

## THE GOOD SOCIETY

### *Program Faculty*

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

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

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

### **REQUIREMENTS FOR THE MINOR**

*interdisciplinary, 6 courses*

Two introductory courses and four electives, at least one of which must be an advanced elective. In addition, at least

two courses must be foundational (F) and two multicultural (M). There must also be a minimum of two courses from the social sciences, and two from the humanities or fine and performing arts.

### **COURSES**

#### **Introductory Courses**

AMST 100	History and Forms of American Culture (M)
AMST 101	American I, Eye, Aye (M)
ANTH 110	Introduction to Cultural Anthropology (M)
CHEM 110	Molecules That Matter
ECON 122	Economics of Caring
ENV 110	Energy
PHIL 150	Issues: Justice and Equality (F)
PHIL 151	Issues: Crime and Punishment (F)
PHIL 152	Issues: Philosophy and Feminism (M)
PHIL 154	Issues: Environmental Ethics (F)
PHIL 155	Issues: Morality of War and Nuclear Weapons (F)
PHIL 156	Issues: Biomedical Ethics (F)
WMST 100	Introduction to Women's Studies (M)

#### **Elective Courses**

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

**Advanced Elective Courses**

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

**HISTORY**

Daniel J. Singal, Ph.D.; Professor,  
 Department Chair  
 William S. Atwell, Ph.D.; Professor  
 Rocco L. Capraro, Ph.D.; Assistant  
 Professor  
 Maureen Flynn, Ph.D.; Associate  
 Professor  
 Clifton Hood, Ph.D.; Associate Professor  
 Derek Linton, Ph.D.; Professor  
 Susanne E. McNally, Ph.D.; Professor  
 John Shovlin, Ph.D.; Assistant Professor  
 Gebru Tareke, Ph.D.; Professor  
 Lisa Tetrault, Ph.D.; Assistant Professor

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

- 1) in time, attempting not merely to chronicle events but to explain events in their various connections;
- 2) in space, juxtaposing events and their explanations in one part of the world with events and explanations in other parts of the world; and
- 3) in a system of analytic categories, exploiting every explanatory category of the humanistic disciplines and of the social and natural sciences that promises insight into humanity's past.

The history department offers a disciplinary major and minor. All history majors must select an area of concentration by their junior year (see below). The area of concentration may be geographic (African and Middle Eastern, American [including Latin American], Asian, or European [including Russian]), thematic (industrialism, for example, or revolutions), or chronological (the 12th century, for example). To count toward the major or minor, all courses must be passed with a grade of C- or better.

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

*disciplinary, 10 courses*

At least two 100-level introductory courses (EUST 102 and ASN 101 may substitute for one or more introductory history courses); four 200-level or higher history courses in one area of concentration (geographic, thematic, or chronological); four additional history courses, only one of which may be at the 100 level. Of the 10 courses in the major, at least three courses must cover different geographical areas. At least two of the 10 courses for the major must be at the 300 level or above. At least one of the 300-level or higher courses must be a research seminar, history independent study, or history honors project.

**REQUIREMENTS FOR THE MINOR**

*disciplinary, 5 courses*

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

**COURSE CONCENTRATIONS**

**Introductory Courses**

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

**African and Middle Eastern History Courses**

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

**American and Latin American History Courses**

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

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

**Asian History Courses**

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

**European and Russian History Courses**

- HIST 223 Modern France
- HIST 230 Modern Ireland: Colonial and Post Colonial
- HIST 234 Medieval History
- HIST 237 Europe Since the War
- HIST 238 The World Wars in Global Perspective
- HIST 241 The Politics of Gender and The Family in Europe: 1700-1850
- HIST 250 Medieval Popular Culture
- HIST 253 Renaissance and Reformation
- HIST 256 Technology and Society in Europe

HIST 257	The French Revolution
HIST 260	Modernity in Russia
HIST 261	20th-Century Russia
HIST 262	Nations of Eastern Europe
HIST 264	Modern European City
HIST 269	Modern Germany: 1764-1996
HIST 272	Nazi Germany
HIST 276	The Age of Dictators
HIST 301	The Enlightenment
HIST 313	Darwin and the Darwinian Revolution
HIST 315	Nationalism in Europe
HIST 325	Medicine and Public Health in Modern Europe
HIST 367	Women and the State: Russia
HIST 371	Life-Cycles: The Family in History
HIST 375	Seminar: Western Civilization and Its Discontents
HIST 394	Russia and Asia
HIST 396	History and the Fate of Socialism: Russia and China

## COURSE DESCRIPTIONS

**102 The Making of the Modern World** This course examines a global system linked by commodities, ideas, and microbes and sustained by relations of military and political power between the 15th and 18th centuries. The mining and plantation economies of the Americas and the development of direct trading relations between Europe and Asia are treated as interactive processes involving European explorers and merchants, the labor and crafts of African slaves, the fur trapping of Amerindian tribes, and the policy making of the Chinese Empire. Religious confrontation, the improvement of cartography, and nautical instruments are examined. (Atwell, Linton, offered annually)

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

**103 Revolutionary Europe** This course explores the origins of a 19<sup>th</sup> century bourgeois social order in Europe and examines the historiographical consensus of the 1860s—that the French Revolution and the Industrial Revolution created a market society in Western Europe. Revisionist scholarship arguing that 1789 was a political rather than social revolution is explored, and recent literature arguing that no dramatic transformation of the British economy occurred between 1760 and 1830. The view that a bourgeois social order emerged as the result of a cultural transformation in the 18<sup>th</sup> century will receive particular attention. (Fall)

Typical readings: Ashton, *Industrial Revolution*; Chartier, *Cultural Origins of the French Revolution*; Hobsbawm, *The Age of Revolution*; Sewell, *Work*

*and Revolution in France*; Williams, *Keywords*; Polanyi, *Great Transformation*

## 105 Introduction to the American Experience

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

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

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

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

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

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

**204 History of American Society** This course traces the development of American society from the colonial town to the urban mass society. It

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

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

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

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

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

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

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

national form. (Shovlin, *offered alternate years*)

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

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

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

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

Typical readings: Thornton, *Africa and Africans in the Making of the Atlantic World*; Egerton, *He Shall Go Out Free*; Douglass, *My Bondage and My Freedom*; Litwack, *North of Slavery*

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

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

**230 Modern Ireland: Colonial and Post Colonial** This course explores the social and political history of Ireland from the 17th century to today. Topics have been the origins and modalities of political

violence in modern Ireland; the history of Irish nationalism; transformations in Irish identity; and Ireland's complicated relationship with Britain. Students are introduced to conquest and colonization; emergence and development of nationalism; struggle for Catholic emancipation; Famine; economic history of 19th and 20th-century Ireland; and origins of the Troubles in Northern Ireland. The course also focuses on the current historiographical battle between "revisionist" and "nationalist" histories. (Shovlin, *Spring*)

Typical readings: Whelan, *Tree of Liberty*; O'Tuathaigh, *Ireland Before the Famine*; Poirteir, ed., *Great Irish Famine*; Lee, *Ireland 1912-1985*; Waters, *Living at the Crossroads*; Brady, ed., *Interpreting Irish History*

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

Typical readings: Chastine and Tulchin, *Problems in Latin American History*; Guentes, *The Campaign*; Galeono, *Open Veins of Latin America*; Keen, *A History of Latin America*; Schlesinger and Kinzer, *Bitter Fruit*

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

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

**237 Europe Since the War** This course examines the remarkable revival and reconstruction of Europe in the post World War II era, exploring the division of Europe into two blocs, economic recovery, the formation of welfare states, decolonization, and supra national associations—

the Common Market (EEC), NATO, and the Warsaw Pact. Special emphasis is placed on European relations with the U.S. and the former U.S.S.R. Students explore consequences of the end of the Cold War, including attempts to construct democracies and market economies in Eastern Europe, political turmoil, and the resurgence of nationalism in Western Europe. (Linton, *offered alternate years*)

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

### 238 The World Wars in Global Perspective

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

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

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

### 241 The Politics of Gender and The Family in Europe: 1700-1850

The course explores the changing circumstances of women and men in European societies between the middle of the 18th century and the middle of the 19th new representations of gender during the Enlightenment that exiled women to the domestic realm. The course examines the rich historiography produced since the late 1980s on the gendered construction of the public sphere during the Enlightenment and the French Revolution; the



second examines the redefinition of social and economic gender roles during the industrial revolution. (Shovlin, *offered alternate years*)

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

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

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

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

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

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

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

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

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

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

Typical readings: Popkin, *A Short History of the French Revolution*; Kates, *The French Revolution: Recent Debates and New Controversies*; Hunt, *Family Romance of the French Revolution*; Gough, *The Terror in the French Revolution*

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

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

**261 20th-Century Russia** This course examines the 20th century history of Russia, the Soviet Union, and the Commonwealth of Independent

States as developments profoundly shaped by Russia's Eurasian character. Problems of cultural diversity, of economic prosperity, and of political integration are seen as leading to the collapse of both the Tsarist Empire in 1917 and the Soviet Union in 1991. (McNally, *offered alternate years*)

Typical readings: Lewin, *The Gorbachev Phenomenon: Current Digest of the Soviet Press*; Von Laue, *Why Lenin, Why Stalin?*; Pipes, *The Formation of the Soviet Union*; Mandelbaum, *Central Asia and the World*; Colton and Legvald, *After the Soviet Union*

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

Typical readings: Stokes, *When The Wall Came Tumbling Down*; Zeromski, *The Faithful River*; Kundera, *Book of Laughter and Forgetting*

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

Typical readings: Benevolo, *The Origins of Modern Town Planning*; Engels, *The Condition of the Working Class in England in 1844*; Evenson, *Paris: A Century of Change*; essays by Weber, Simmel, Corbusier, Park, Mumford, Schorske

**269 Modern Germany: 1764-1996** The unification of Germany has raised anew the issue of German national identity. This course analyzes Germany's often-tortured road to creating a modern national state with special emphasis on the problems of forging a satisfactory national identity. Students examine the complex interplay of politics, economics, and culture, following the fate of the German national movement from emergence after the Napoleonic conquest through unification under Bismarck. They examine ways the modernist dynamism, internal divisions, and international aggressiveness of the new Germany resulted in the first World War, the Weimar Republic, and the

Nazi seizure of power, leading to the second World War and the Holocaust. (Linton, *offered annually*)

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

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

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

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

Typical readings: Palla, *Mussolini and Fascism*; Kershaw, *Hitler*; Johnson, *Nazi Terror*; Ward, *Stalin's Russia*; Fitzpatrick, *Everyday Stalinism*; Payne, *A History of Fascism*

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

Typical readings: Ehrenreich, *For Her Own Good*; Leavitt, *Brought to Bed*; Brumbert, *The Body Project and Fasting Girls*; Gordon, *Woman's Body, Woman's Right*; Roberts, *Killing the Black Body*; Feinberg, *Trans Liberation*

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

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

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

Typical readings: Freund, *The Making of Contemporary Africa*; Davidson, *The Black Man's Burden*; Bayart, *The State in Africa*; Young, *Ideology and Development in Africa*; Gordons, *Understanding Contemporary Africa*

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

Typical readings: Peretz, *The Middle East Today*; Elon, *The Israelis*; Said, *The Question of Palestine*; Friedman, *From Beirut to Jerusalem*

**291 Late Imperial China** After introductory lectures on the nature of traditional Chinese civilization, this course turns to a consideration of some of the major

themes in Chinese history during the period from approximately A.D. 1200 to 1800. Among those themes are: the Mongol conquest of China and the nature of Mongol rule, the restoration of Chinese rule under the native Ming dynasty (1368-1644), the intellectual and cultural life of the Ming elite, China's role in the "emerging world economy," and the domination of China by the Manchu Ch'ing dynasty during the late 17th and 18th centuries. Prerequisite: HIST 101 or permission of instructor. (Atwell, offered alternate years)

Typical readings: Gernet, *A History of Chinese Civilization*; Langlois, *China Under Mongol Rule*, *The Travels of Marco Polo*; Hucker, *The Ming Dynasty: Its Origins and Evolving Institutions*

**292 Traditional Japan** A survey of Japanese political and cultural history to a.d. 1800, this course considers the primitive culture of the prehistoric and early historic periods, the introduction of an advanced culture from China in the sixth century A.D., the distinctive aristocratic culture of the Heian period (795-1185), and the cultural and political dominance of the samurai "class" during the Kamakura (1185-1330s), Ashikaga (1330-1560s), and early Tokugawa (1603-1868) periods. Prerequisite: HIST 101, ASN 201, or permission of instructor. (Atwell, Fall, offered alternative years)

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

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

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

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

France and America in the last quarter of the 18th century. (Shovlin, *offered annually*)

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

### 304 **The Early National Republic: 1789-1840**

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

Typical readings: McCoy, *The Elusive Republic*; Watson, *Liberty and Power*; Sheriff, *The Artificial River*; Rorabaugh, *The Alcoholic Republic*; Greenberg, *Confessions of Nat Turner*; Dublin, *Women at Work*; Abzug, *Cosmos Crumbling*

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

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

Typical readings: Holt, *Political Crisis of the 1850s*; Stowe, *Uncle Tom's Cabin*; Durill, *War of Another Kind*; Oates, *With Malice Toward None*; Foner, *A Short History of Reconstruction*; Douglass, *Narrative of the Life of an American Slave*; Linderman, *Embattled Courage*

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

Typical readings: Bailyn, *The Ideological Origins of the American Revolution*; Kerber, *Women of the Republic*; Wood, *The Radicalism of the American Revolution*; Nash, *Forging Freedom*

**310 The Rise of Industrial America** The main theme of this course is the multiple meanings for diverse Americans of the triumph of an urban/industrial society in the late 19th and early 20th

centuries. The nature of industrial leadership, immigration and urbanization, and analyses of major political and social reform movements are among the topics to be covered. (Hood, *offered alternate years*)

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

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

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

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

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

### 313 **Darwin and the Darwinian Revolution**

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

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

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

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

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

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

**316 Metropolis** This course examines the history and prospects of major metropolises such as New York, London, Tokyo, Berlin, and Shanghai. As the international economy has become interconnected, these cities have become centers of economic and political decisions that reverberate worldwide. Students explore these metropolises’ social structures, physical landscapes, political systems, and memory cultures, asking such questions as: What factors make a city a “global” one? How, and why, are these metropolises alike and how are they different? How do their residents respond to rapid growth, disasters, and other urban problems?

What effects do they have on patterns of wealth, the exercise of power, the natural environment, and the construction of identities locally, nationally, and globally? This interdisciplinary course draws readings and theories from such disciplines as urban planning, sociology, and environmental studies as well as history. (Hood, *offered annually*)

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

### 317 Women’s Rights Movements in the U.S.

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

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

### 325 Medicine and Public Health in Modern Europe

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

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

### 336 History of American Thought to 1865

This course traces the development of major ideas in a broad array of fields, including politics, religion, psychology, and history, through the Civil War era. While it focuses chiefly on formal thought, it also pays attention to trends in popular culture and to the social context. It relies heavily on primary source readings, a number of which are literary in character. Some questions examined involve the relationship

between intellectual and social change, the distinctiveness of American thought, and the role of an intellectual elite in a democratic society. (Singal, *offered alternate years*)

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

### 337 History of American Thought Since 1865

This course covers the history of American thought and culture from the late Victorian period to the present, examining forces that led Americans to rebel against the Victorian world view and which were responsible for the rise of Modernism. Social and political thought are emphasized, but the rise of the social sciences, new philosophical movements, theology and aesthetics, American identity, the emergence of the university as a major cultural institution, and the role of the intellectual in modern America are also discussed. There is no prerequisite, but HIST 336 is recommended. (Singal, *offered alternate years*)

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

### 340 Seminar: Faulkner and the Southern Historical Consciousness

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

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

**352 Who Wants To Be A Millionaire: Elites in America** Exercising power that is entirely disproportionate to their small numbers, elites have shaped American society by making political and economic decisions and by influencing cultural values. This seminar explores the history, social composition, and power of elites in American history by asking questions such as: What groups should be considered elites? Who belongs to elites, who doesn't, and why? How have the makeup and authority of elites changed in U.S. history? How do elites use power and understand themselves and their roles? How do elites seek to legitimate themselves in a society that prizes democracy and

that, since the mid-20th century, has increasingly valued egalitarianism? What is the importance of elites for social inequality, economic growth, and race, ethnicity, and gender? How are changing understandings of rank, class, wealth, and equality reflected in the cultural realm, especially in the "self-help" literature? How is opposition to elites expressed politically and culturally? (Hood, *offered alternate years*)

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

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

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

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

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

**371 Life Cycles: The Family in History** Historical transformations in child birthing techniques and child rearing patterns are juxtaposed with emerging notions of "childhood" and "adulthood" in order to clarify both the practical and philosophical

foundations of marriage and patriarchy. (Flynn, *Spring*, offered alternate years)

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

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

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

**390 The Modern Transformations of China and Japan** This course compares and contrasts the histories of China and Japan from approximately 1800 to the present. Topics include the military and political humiliation of China by the West in the 19<sup>th</sup> century, the restructuring of Japanese society following the Meiji Restoration, emergence of Japan as the dominant Asian economic and military power, Sino-Japanese War of 1894-95, "Nationalist Revolution" in China, "failure" of liberal democracy in Japan, Second World War, American occupation of Japan, Communist Revolution in China, and modernization efforts of both countries since 1950. Prerequisite: History 102, Asian Studies 101, or permission of the instructor. (Atwell, *Spring*)

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

Typical readings: Wesson, *The Russian Dilemma*; Halperin, *Russia and the Golden Horde*; Cherniavsky, "Khan or Basileus"; Kotkin and Wolff, *Rediscovering Russia in Asia*; d'Encausse, *Islam and the Russian Empire*; Lentzef, *Eastward to Empire*

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

Typical readings: Wilson, *To The Finland Station*; Graham, *Ghost of the Executed Engineer*; Meisner, *Marxism, Maoism and Utopianism*; Tucker, *The Marxian Revolutionary Idea*; Marx & Engels, *Marx and Engels Reader*; Harrington, *Socialism*

**461 Seminar: War and Peace in the Middle East** This seminar examines some of the major wars that took place in the region between 1948 and 1991, paying particular attention to their origins, strategies and tactics: Why and how were they fought and won or lost? (Tareke, offered alternate years)

Typical readings: Keegan, *A History of Warfare*; von Clausewitz, *War, Politics, and Power*; Herzog, *The Arab-Israeli Wars*; O'Ballance, *No Victor, No Vanquished*

**463 Topics in American History** (Offered annually)

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

Typical readings: Sassen, *The Global City*; Seidensticker, *Tokyo Rising: The City since the Great Earthquake*; Davis, *Ecology of Fear: Los Angeles and the Imagination of Disaster*; Hall, *Cities in Civilization*

**492 Seminar: Chinese History** Intended for advanced students of Chinese history and society, the contents of this course change with the interests of the students and the instructor. Prerequisite: HIST 290, HIST 291, or permission of the instructor. (Atwell, offered alternate years)

**493 Seminar in Japanese History** Intended for advanced students of Japanese history and society, the contents of this course change with the interests of the students and the instructor. Prerequisite: HIST 292 or permission of the instructor. (Atwell, offered alternate years)

## HOLOCAUST STUDIES

### *Program Faculty*

Michael Dobkowski, Religious Studies,

Coordinator

Scott Brophy, Philosophy

Derek Linton, History

The Holocaust, 1933-1945, was a human disaster of unprecedented proportions. Mass murder by “lawful” decree reached extraordinary proportions when a faceless and mindless bureaucracy combined with passionate hatred to lay waste European Jewish culture and millions of its practitioners. As a result, concepts of civilization were undermined, cherished ideas such as rationalism and progress as the basis for societal conduct were challenged, and the power of the churches and their teachings were called into question. Intellect and goodwill accounted for little in the Nazi era.

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

### **REQUIREMENTS FOR THE MINOR**

*interdisciplinary, 6 courses*

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

## COURSES

### **Core Group 1**

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

### **Core Group 2**

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

### **Social Sciences Electives**

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

### **Humanities Electives**

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



## INTERNATIONAL RELATIONS

### *Program Faculty*

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

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

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

For its core curriculum, the international relations program rests on the extensive body of theory and literature already developed within international

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

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

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

*interdisciplinary, 10 courses*

Political Science 180 *International Relations*, three other core courses, at least one at the 300-level or above, three courses beyond the introductory course in one concentration, one course in each of two area studies course groups dealing with regions outside of North America, and an elective course (which may be a language course). In addition, international relations majors must demonstrate competence in a foreign language equivalent to four semesters of language study. Of the 10 courses counted toward the major, at least three must be from the social sciences and at least two must be from the humanities.

### **REQUIREMENTS FOR THE MINOR**

*interdisciplinary, 5 courses*

Political Science 180 *International Relations*, one other core course, two courses beyond the introductory course in one concentration, and one area studies course from a region outside of North America. Of the five courses counted toward the minor, at least two courses must be from the social sciences and at least one course must be from the humanities.

**CROSSLISTED COURSES**

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

**Core Courses**

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

**CONCENTRATIONS**

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

**Comparative and International Political Economy**

ECON 233	Comparative Economics
ECON 240	International Trade
ECON 344	Economic Development
ECON 425	Seminar: Public Macroeconomics
POL 140	Introduction to Comparative World Politics
POL 248	Politics of Development

**Politics, Society and Development**

ANTH 220	Sex Roles: A Cross-Cultural Perspective
ANTH 247	Urban Anthropology
BIDS 229	Two Cities: New York and Toronto
BIDS 235	Third World Experience
BIDS 280	Women's Narratives of Wealth and Power
ECON 310	Economics and Gender
ECON 344	Economic Development
EDUC 345	Women, Nature and Science
POL 140	Introduction to Comparative World Politics
SOC 201	Sociology of International Development
SOC 221	Sociology of Minorities
SOC 226	Sociology of Sex and Gender
SOC 233	Women in the Third World
SOC 240	Gender and Development
SOC 251	Sociology of the City
SOC 340	Feminist Sociological Theory

**Transnational Issues**

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

**Conflict, War and Peace**

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

**AREA STUDIES****Africa**

ALST 214	Senegal: An Orientation
ALST 216	African Literature II: National Literatures of Africa
ANTH 290	Pharaohs, Fellahin, and Fantasy
ANTH 296	African Cultures
ANTH 352	Builders and Seekers
CLAS 228	Classical and African Epic
FRE 351	Advanced Francophone Topics: Francophone African Fiction
FRE 352	Advanced Francophone Topics: Maghreb Literature
HIST 283	South Africa in Transition
HIST 284	Africa: From Colonialism to Neocolonialism
MUS 217	Folk and Traditional Music of Africa and the Americas
POL 259	African Politics

**East Asia**

- ANTH 298 Modern Japan  
 ART 220 Arts of China  
 ART 252 Japanese Art and Culture  
 ART 253 Buddhist Art and Architecture  
 ASN 209 The Golden Age of Chinese Culture  
 ASN 220 Male and Female in East Asian Societies  
 ASN 231 Tibetan Mandala Painting  
 ASN 312 Literary and Historic Meaning in China  
 ASN 313 Tibet Incarnate  
 ASN 342 Chinese Cinema: Gender, Politics, and Social Change in Contemporary China  
 FRNE 133 Vietnamese Literature in Translation  
 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  
 HIST 492 Seminar: Chinese History  
 HIST 493 Seminar: Japanese History  
 MUS 216 Musics of Asia  
 MUS 217 Folk and Traditional Music of Africa and the Americas  
 POL 257 Russia and China Unraveled  
 REL 315 Japanese Religions  
 SOC 291 Society in India  
 SOC 299 Sociology of Vietnam

**European Politics**

- CLAS 202 Athens in the Age of Pericles  
 FRNE 341 *Boulevard Saint-Germain*  
 HIST *All history courses in the European history section are applicable*  
 POL 243 Europe After Communism  
 POL 245 Politics of the New Europe  
 POL 257 Russia and China Unraveled  
 REL 271 The Holocaust  
 REL 276 History of East European Jewry  
 REL 401 Literary and Theological Responses to the Holocaust  
 SPAN 336 Spain: The Making of a Nation  
 SPAN 362 Generations of 1898 and 1927

**Latin America and the Caribbean**

- ANTH 297 Peoples and Cultures of Latin America  
 ECON 135 Latin American Economies  
 ECON 425 Public Macroeconomics  
 ECON 435 Political Economy of Latin America  
 ENG 372 20th-Century Latin American Literature  
 FRNE 218 French Caribbean  
 HIST 226 Colonial Latin America  
 HIST 231 Modern Latin America  
 LTAM 210 Perspectives on Latin America  
 LTAM 308 Latin American/Latino Cinema  
 POL 255 Politics of Latin American Development  
 SPAN 316 *Voces De Mujeres*  
 SPAN 317 *Arte y Revolucion*  
 SPAN 321 Cuentos, Cuentistas y Cuenteros de America Latina  
 SPAN 346 Latin American Women's Narratives  
 SPNE 355 Garcia Marquez: The Major Works

**Middle East**

- ART 249 Islamic Art and Architecture  
 ASN 102 Istanbul and the Ottoman World  
 HIST 285 The Middle East: Roots of Conflict  
 POL 258 Middle East Politics  
 REL 219 Introduction to Islamic Tradition  
 REL 236 Gender and Islam  
 REL 274 Zionism, Israel and the Middle East Conflict  
 REL 321 Muslim Women in Literature

**Russia and Central Asia**

- ART 256 Art of Russian Revolution  
 ECON 146 Russian Economy: From Plan to Market  
 HIST 260 Peter the Great to 1917  
 HIST 261 20th Century Russia  
 HIST 367 Women and the State: Russia  
 HIST 396 History and the Fate of Socialism  
 POL 257 Russia and China Unraveled

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## JAPANESE

### *Program Faculty*

James-Henry Holland II, Asian Studies,  
Coordinator

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

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

## COURSE DESCRIPTIONS

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

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

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

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

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

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

**450 Independent Study**

## LATIN AMERICAN STUDIES

### *Program Faculty*

Scott McKinney, Economics, Coordinator  
 Robert Andolina, Political Science  
 Michael Bogin, Art  
 Judith-Maria Buechler, Anthropology  
 Marisa DeSantis, Spanish and Hispanic Studies  
 Marilyn Jiménez, Africana Studies  
 Juan Liébana, Spanish and Hispanic Studies  
 Alejandra Molina, Spanish and Hispanic Studies  
 Beth Newell, Biology  
 Edgar Paiewonsky-Conde, Spanish and Hispanic Studies  
 Richard Salter, Religious Studies  
 Virginia Tilley, Political Science

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

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

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

*interdisciplinary, 10 courses*

LTAM 210 *Latin American Perspectives*; at least one Spanish language course at the 122 level or higher; at least three courses in a primary concentration of a) humanities or b) history and social sciences, and at least three courses outside the primary concentration; a senior year independent study; and a methods course (e.g., a social science research methods course, a translation

course, etc.). At least two of the 10 courses in the major must be from the advanced Latin American studies group.

### **REQUIREMENTS FOR THE MINOR**

*interdisciplinary, 5 courses*

At least two courses in a primary concentration of a) humanities or b) history and social sciences, and at least two courses outside the primary concentration; and at least one Spanish language course at the 102 level or above.

### **CROSSLISTED COURSES**

#### **Humanities**

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

#### **Advanced Humanities**

SPNE 345	The Paradoxes of Fiction
SPAN 346	Latin American Women's Narratives
SPAN 355	García Marquéz: The Major Works
SPAN 460	Dramaturgas Mundo Hispano

#### **History and Social Science**

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

#### **Advanced History and Social Science**

ECON 425	Seminar: Public Macroeconomics
ECON 435	Political Economy of Latin America
POL 427	Seminar: Race in the Americas

**Methods**

ANTH 273	Ethnographic Research and Methods
ECON 202	Statistics
POL 263	Philosophy of Political Science
SOC 211	Research Methods
SOC 212	Data Analysis
SPAN 231	Translation I

**Other**

LTAM 210	Latin American Perspectives
LTAM 450	Senior Independent Study

**COURSE DESCRIPTIONS**

**210 Latin American Perspectives** An interdisciplinary introduction to the region, also serving as the introductory course in Latin American studies. This course first examines structural characteristics of Latin America such as geography, the interaction of indigenous and European cultures, the economics of mining, and agricultural exports. Second, the course focuses on artistic, literary, economic, and political responses to these characteristics. (D'Agostino, *offered alternate years*)

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

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

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

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

**LAW AND SOCIETY***Program Faculty*

Steven Lee, Philosophy, Coordinator  
Eric Barnes, Philosophy  
Scott Brophy, Philosophy  
Richard Dillon, Anthropology  
Paul Passavant, Political Science

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

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

**MINOR REQUIREMENTS**

*interdisciplinary, 6 courses*

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

**CROSSLISTED COURSES****Political Perspective Core Courses**

POL 296	International Law
POL 332	American Constitutional Law
POL 333	Civil Rights
POL 334	Civil Liberties
POL 335	Law and Society

**Philosophical Perspectives Core Courses**

PHIL 150	Issues: Debating Public Policy
PHIL 151	Issues: Crime and Punishment
PHIL 159	Advocacy and Argument
PHIL 236	Philosophy of Law

**Humanities Electives**

HIST 215	American Urban History
HIST 300	American Colonial History
HIST 311	20th Century America: 1917 1941
HIST 312	The U.S. Since 1939
HIST 336	History of American Thought to 1865
PHIL 150	Issues: Justice and Equality
PHIL 232	Liberty and Community
PHIL 235	Morality and Self Interest

**Social Sciences Electives**

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

**LESBIAN, GAY, AND BISEXUAL STUDIES***Program Faculty*

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

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

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

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

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

#### **REQUIREMENTS FOR THE MAJOR (B.A.) *disciplinary, 10 courses***

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

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

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

#### **REQUIREMENTS FOR THE MINOR *disciplinary, 5 courses***

Two core courses; one perspective course; and two additional courses selected from either the core group or the electives.

#### **REQUIREMENTS FOR THE MINOR *interdisciplinary, 5 courses***

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

#### **CROSSLISTED COURSES **Core Courses****

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

#### **Elective Courses**

ALST 200	Ghettoscapes
ALST 240	Third World Women's Texts
ENG 304	Feminist Literary Theory
ENG 327	The Lyric
ENG 342	Readings in Multi-Ethnic Women's Literature
ENG 381	Sexuality and American Literature
LTAM 308	Latin American/Latino Cinema
POL 236	Urban Politics and Public Policy
POL 375	Feminist Legal Theory
PSY 275	Human Sexuality
REL 257	What's Love Got to Do with It?
SOC 221	Sociology of Minorities
SOC 226	Sociology of Sex and Gender
SPNE 314	Spanish Cinema: Buñuel to Almodóvar
WMST 300	Feminist Theory
WMST 357	Self in American Culture

#### **Perspectives Courses**

ANTH 110	Introduction to Cultural Anthropology
ANTH 230	Beyond Monogamy
BIDS 245	Men and Masculinity
DAN 214	Dance History III
ENG 291	Introduction to African-American Literature I
HIST 269	Modern Germany: 1764-1996
HIST 279	Body Politics: Women and Health in America
HIST 317	Women's Rights Movements in the U.S.
HIST 325	Medicine and Public Health in Modern Europe
HIST 371	Life-Cycles: The Family in History



MDSC 100	Introduction to Media and Society
PEHR 212	Making Connections
PEHR 214	Teaching for Change
PSY 230	Biopsychology
POL 175	Introduction to Feminist Theory
REL 109	Imagining American Religion(s)
SOC 230	The Sociology of Everyday Life
SOC 258	Social Problems
SOC 259	Social Movements
WMST 100	Introduction to Women's Studies
WMST 247	Psychology of Women

## MATHEMATICS AND COMPUTER SCIENCE

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

Mathematics has always been one of the core subjects of a liberal arts education because it promotes rigorous thinking and problem solving ability. Many students who major in mathematics go on to study mathematics in graduate school or to work in mathematically oriented professions, but mathematics courses are actively sought by students from all academic divisions.

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

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

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

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

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

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

*disciplinary, 10 courses*

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

#### **REQUIREMENTS FOR THE MATHEMATICS MAJOR (B.S.)**

*disciplinary, 16 courses*

All of the requirements for the mathematics B.A. and six additional courses in the natural sciences (which may include MATH 130 and/or MATH 131).

#### **REQUIREMENTS FOR THE MATHEMATICS MINOR**

*disciplinary, 5 courses*

MATH 135 and four additional MATH courses at the 130 level or above.

#### **REQUIREMENTS FOR THE COMPUTER SCIENCE MAJOR (B.A.)**

*disciplinary, 10 courses*

CPSC 120, CPSC 124, CPSC 225, CPSC 229, four additional computer science courses (excluding CPSC 450 and CPSC 495), and two additional computer science or other approved courses.

#### **REQUIREMENTS FOR THE COMPUTER SCIENCE MAJOR (B.S.)**

*disciplinary, 16 courses*

All of the requirements for the computer science B.A., plus six additional courses in the sciences.

#### **REQUIREMENTS FOR THE COMPUTER SCIENCE MINOR**

*disciplinary, 5 courses*

CPSC 120, CPSC 124, and three additional computer science courses.

#### **MATHEMATICS COURSE DESCRIPTIONS**

##### **100 Precalculus: Elementary Functions**

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

Typical reading: Larson and Hostetler, *Precalculus*

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

Typical reading: Smith, *The Nature of Mathematics*

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

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

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

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

Typical reading: Anton, *Elementary Linear Algebra*

**214 Applied Linear Algebra** A continuation of linear algebra with an emphasis on applications. Among the important topics are eigenvalues and eigenvectors, diagonalization, and linear programming theory. The course explores how the concepts of linear algebra are applied in various areas, such as, graph theory, game theory, differential equations, Markov chains, and least squares approximation. Prerequisite: MATH 204. (*Offered alternate years*)

Typical readings: Anton, *Elementary Linear Algebra*; *Rorres and Anton, Applications of Linear Algebra*

**232 Multivariable Calculus** A study of the concepts and techniques of the calculus of functions of several variables, this course is required for the major in mathematics. Prerequisites: MATH 131. (*Offered annually*)  
 Typical reading: Stewart, *Calculus*

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

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

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

Typical readings: Polya, *How to Solve It*; Schoenfeld, *Mathematical Problem Solving*

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

Typical reading: Belding and Mitchell, *Foundations of Analysis*

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

Typical reading: Belding and Mitchell, *Foundations of Analysis*

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

Typical reading: Ross, *A First Course in Probability*

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

Typical reading: Bain and Engelhardt, *Introduction to Probability and Mathematical Statistics*

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

Typical reading: Haberman, *Mathematical Models*

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

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

**371 Topics in Mathematics** Each time this course is offered, it covers a topic in mathematics that is not usually offered as a regular course. This course may be repeated for grade or credit. However, it cannot be counted more than once toward the fulfillment of requirements for a major in computer science or mathematics, except by permission of the department chair. Prerequisite: MATH 135 and MATH 204 or permission of instructor. (*Offered occasionally*)

**375 Abstract Algebra I** This course studies abstract algebraic systems such as groups, examples of which are abundant throughout mathematics. It attempts to understand the process of mathematical abstraction, the formulation of algebraic axiom systems, and the development of an abstract theory from these axiom systems. An important objective of the course is mastery of the reasoning characteristic of abstract mathematics. Required for the mathematics concentration major. Prerequisite: MATH 135 and MATH 204 or permission of the instructor. (*Offered annually*)

Typical reading: Fraleigh, *A First Course in Abstract Algebra*

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

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

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

Typical reading: Enderton, *A Mathematical Introduction to Logic*

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

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

Typical reading: Goldberg, *Methods of Real Analysis*

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

Typical reading: Churchill and Brown, *Introduction to Complex Variables*

**450 Independent Study**

**495 Honors**

## COMPUTER SCIENCE COURSE DESCRIPTIONS

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

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

**225 Intermediate Programming** This course covers advanced C++ programming techniques, including recursion, files, pointers, and dynamic variables. It uses these techniques in the study of the implementation and applications of such elementary data structures as stacks, lists, queues, and binary trees. The assignments in this course include at least one large scale or cooperative programming project. Prerequisite: CPSC 124 or permission of instructor. Required for the major in computer science. (*Offered annually*)

**226 Computer Architecture** This course explores how hardware and software work together to perform computations. Theoretical design issues of computers and peripherals are supplemented by practical projects, such as building basic electronic circuits, constructing logic gates and combinatorial circuits, and assembling and programming a microprocessor-controlled mobile robot. Prerequisites: CPSC 124 and CPSC 225 or permission. (*Offered annually*)

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

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

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

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

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

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

**371 Topics in Computer Science** This course covers a topic in computer science that is not usually offered as a regular course. This course may be repeated for grade or credit. However, it cannot be counted more than once toward the fulfillment of requirements for a major in computer science or mathematics, except by permission of the department. Prerequisite: CPSC 225 or permission of instructor. (*Offered occasionally*)

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

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

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

**450 Independent Study**

**495 Honors**