Students interested in the study of media and society examine the role of the media in shaping social consciousness while exploring their own expressive and creative capacities. The examination of "media" embraces the representation of ideas and the imagination in literature, music, the visual arts, the press, television, and film.

Media and society is an interdisciplinary program designed to study the social, cultural, economic, and political influences of global communications, mass media, the press, and the arts. Students also develop their capacity of expression in writing, music, dance, or the visual arts. The purpose of the program is to encourage students to pursue their creative interests while developing a critical understanding of the influences—both desirable and undesirable—that mass media, the press, and the arts have and can have on society in an emerging global economy.

The media and society program offers an interdisciplinary major and minor. Both the major and the minor require students to complete work in two areas: media studies and the creative arts. All media and society majors must also complete an internship and cognate courses in American history or social consciousness, and in social theory, and demonstrate competence in a foreign language.

REQUIREMENTS FOR THE MAJOR (B.A.)
interdisciplinary, 12 courses
MDSC 100; one course in studies in mass media; one course in theory of representation, historical criticism of the arts, or creative arts; five electives approved for the major (at least one must be in the creative arts unless a creative arts course is taken to fulfill a core requirement); a media and society senior seminar; and a credit-bearing internship in the area of communications, artistic production, or journalism. In addition, all majors must demonstrate competence in a foreign language course at the 102 level or above and take two cognate courses, one in American history covering a period since the Civil War or social consciousness, and one social theory course.

REQUIREMENTS FOR THE MINOR
interdisciplinary, 6 courses
MDSC 100; one course in studies in mass media; one course in theory of representation, historical criticism of the arts, or creative arts; and three additional courses drawn from approved media and society electives. At least one of the six courses must be in the creative arts.

CORE COURSES
Theory of Representation
ANTH 115 Language and Culture
ART 100 Issues in Art
ART 211 Feminism in the Arts
PHIL 190 Facts and Values
PHIL 220 Semiotics
PHIL 230 Aesthetics
PHIL 260 Mind and Language
WRRH 250 Talk and Text: Introduction to Discourse Analysis
### Historical Criticism of the Arts

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ART 101</td>
<td>Ancient to Medieval Art</td>
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<tr>
<td>ART 102</td>
<td>Renaissance to Modern Art</td>
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<tr>
<td>ART 116</td>
<td>World Architecture</td>
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<tr>
<td>ART 201</td>
<td>African-American Art</td>
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<tr>
<td>ART 210</td>
<td>Woman as Image and Image-Maker</td>
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<tr>
<td>ART 221</td>
<td>Early Italian Renaissance Painting</td>
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<tr>
<td>ART 222</td>
<td>Women in Renaissance Art and Life</td>
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<tr>
<td>ART 223</td>
<td>The Poetry of Color: Painting in Venice (1470-1600)</td>
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<tr>
<td>ART 226</td>
<td>Northern Renaissance Art</td>
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<tr>
<td>ART 230</td>
<td>The Age of Michelangelo</td>
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<td>ART 232</td>
<td>Rococo Art and Architecture</td>
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<td>ART 235</td>
<td>Art and Architecture of Baroque Rome</td>
</tr>
<tr>
<td>ART 240</td>
<td>European Art and Architecture</td>
</tr>
<tr>
<td>ART 250</td>
<td>European Painting in the 19th Century</td>
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<td>ART 256</td>
<td>Art of Russian Revolution</td>
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<td>ART 282</td>
<td>American Art of the 20th Century</td>
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<td>ART 333</td>
<td>Contemporary Art</td>
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<td>ART 340</td>
<td>American Architecture to 1900</td>
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<td>ART 389</td>
<td>Rococo to Revolution</td>
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<tr>
<td>DAN 210</td>
<td>Dance History I</td>
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<td>DAN 212</td>
<td>Dance History II</td>
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<td>DAN 214</td>
<td>Dance History III: 1960s to Present</td>
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<td>ENG 207</td>
<td>American Literature to Melville</td>
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<td>ENG 208</td>
<td>American Literature from Crane</td>
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<td>ENG 210</td>
<td>Modernist American Poetry</td>
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<td>ENG 216</td>
<td>Literature of the Gilded Age</td>
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<td>ENG 217</td>
<td>Chaucer</td>
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<tr>
<td>ENG 228c</td>
<td>Comparative Medieval Literature</td>
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<td>ENG 236c</td>
<td>Post-Apocalyptic Literature</td>
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<td>ENG 240c</td>
<td>Style and Structure in the 18th Century Literature and Art</td>
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<td>ENG 246</td>
<td>Globalism and Literature</td>
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<td>ENG 249</td>
<td>The 18th-Century Novel</td>
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<td>ENG 250</td>
<td>English Romantic Poetry</td>
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<td>ENG 255</td>
<td>Victorian Literature</td>
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<td>ENG 256</td>
<td>The Gothic Novel</td>
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<td>ENG 257</td>
<td>Dickens and His World</td>
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<td>ENG 258</td>
<td>The 19th-Century Novel</td>
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<td>ENG 261</td>
<td>The Literature of Decadence</td>
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<td>ENG 262</td>
<td>The Irish Literary Renaissance</td>
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<td>ENG 264</td>
<td>Post WWII American Poetry</td>
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<td>ENG 302c</td>
<td>Post-Structuralist Literary Theory</td>
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<td>ENG 328</td>
<td>European Drama</td>
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<td>ENG 337</td>
<td>James Joyce's Ulysses</td>
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<td>ENG 338</td>
<td>Poe, Dickinson, Frost</td>
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<td>ENG 339</td>
<td>American Tale</td>
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<td>ENG 343</td>
<td>After Huck Finn: The Literature of Initiation</td>
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### Studies in Mass Media

<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>ALST 309</td>
<td>Black Cinema</td>
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<tr>
<td>ALST 310</td>
<td>Black Images / White Myths</td>
</tr>
<tr>
<td>ART 212</td>
<td>Women Make Movies</td>
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<tr>
<td>ASN 342</td>
<td>Chinese Cinema</td>
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<tr>
<td>ENG 176</td>
<td>Film Analysis I</td>
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<tr>
<td>ENG 229</td>
<td>Television Histories, Television Narratives</td>
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<td>ENG 230</td>
<td>Film Analysis II</td>
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<tr>
<td>ENG 233</td>
<td>The Art of the Screen Play</td>
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<tr>
<td>ENG 287</td>
<td>Film Histories I</td>
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<td>ENG 288</td>
<td>Film Histories II</td>
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<td>ENG 289</td>
<td>Film Histories III</td>
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<td>ENG 324</td>
<td>Queer Cinemas</td>
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<td>ENG 368</td>
<td>Film and Ideology</td>
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<td>ENG 370</td>
<td>Hollywood on Hollywood</td>
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<td>ENG 375</td>
<td>Science Fiction</td>
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<td>ENG 376</td>
<td>New Waves</td>
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<td>ENG 391</td>
<td>Film Censorship</td>
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<tr>
<td>MDSC 224</td>
<td>Age of Propaganda I</td>
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<td>MDSC 225</td>
<td>Age of Propaganda II</td>
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<td>MDSC 300</td>
<td>Making the News</td>
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<td>MDSC 303</td>
<td>Social Documentary</td>
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<td>POL 320</td>
<td>Mass Media</td>
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### CREATIVE ARTS COURSES

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<tbody>
<tr>
<td>ART 105</td>
<td>Color and Composition</td>
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<tr>
<td>ART 114</td>
<td>Introduction to Sculpture</td>
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<td>ART 115</td>
<td>Three Dimensional Design</td>
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<td>ART 125</td>
<td>Introduction to Drawing</td>
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<tr>
<td>ART 203</td>
<td>Representational Painting</td>
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<td>ART 204</td>
<td>Abstract Painting</td>
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<td>ART 209</td>
<td>Watercolor</td>
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<td>ART 215</td>
<td>Sculpture (Modeling)</td>
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<td>ART 225</td>
<td>Life Drawing</td>
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<td>ART 227</td>
<td>Advanced Drawing</td>
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<td>ART 234</td>
<td>Photography</td>
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<td>ART 239</td>
<td>Digital Imaging</td>
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<td>ART 245</td>
<td>Photo Silkscreen Printing</td>
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<td>ART 246</td>
<td>Intaglio Printing</td>
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<td>ART 248</td>
<td>Woodcut Printing</td>
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<tr>
<td>ART 301</td>
<td>Photography Workshop</td>
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<td>ART 305</td>
<td>Painting Workshop</td>
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<td>ART 315</td>
<td>Sculpture Workshop</td>
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<td>ART 345</td>
<td>Printmaking Workshop</td>
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<td>ART 440</td>
<td>The Art Museum</td>
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<td>ASN 231</td>
<td>Tibetan Mandela Painting</td>
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<tr>
<td>BIDS 311</td>
<td>Writing Movement, Dancing Words</td>
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<td>DAN 200</td>
<td>Dance Composition I</td>
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<td>DAN 300</td>
<td>Dance Composition II</td>
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<td>EDUC 295</td>
<td>Theatre and the Child</td>
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<td>ENG 178</td>
<td>Acting I</td>
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<td>ENG 260</td>
<td>Creative Writing</td>
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<td>ENG 275</td>
<td>Acting II</td>
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<td>ENG 305</td>
<td>Poetry Workshop</td>
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<td>ENG 307</td>
<td>Playwriting Workshop</td>
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<td>ENG 308</td>
<td>Screenwriting I</td>
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<td>ENG 310</td>
<td>Creative Non-Fiction Workshop</td>
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<td>ENG 386</td>
<td>Shakespeare Performance</td>
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<td>MUS 400</td>
<td>Orchestration</td>
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<td>PHIL 120</td>
<td>Critical Thinking and Argumentative Writing</td>
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<tr>
<td>WRRH 302</td>
<td>Op-Ed: Writing Political and Cultural Commentary</td>
</tr>
</tbody>
</table>

**ELECTIVES**

**Analysis of Signs, Discourses, and Narratives**

- ALST 200 | Ghettoscapes |
- AMST 302 | Culture of Empire |
- BIDS 280 | Women’s Narratives of Wealth Power |
- EDUC 343 | Special Populations in Texts |
- ENG 381 | Sexuality and American Literature |
- ENG 388 | Writing on the Body |
- HIST 105 | Introduction to the American Experience |
- HIST 375 | Seminar: Western Civilization and its Discontents |
- WRRH 220 | Breadwinners and Losers: the Rhetoric of Work |
- WRRH 221 | He Says, She Says: Language and Gender |
- WRRH 301 | Discourse of Rape |

**Cognates**

**Social Theory**

- BIDS 200 | Critical Social Theory |
- PHIL 232 | Liberty and Community |
- POL 160 | Introduction to Political Theory |
- POL 175 | Introduction to Feminists Theory |
- POL 265 | Modern Political Theory |
- SOC 201 | Sociology of International Development |
- SOC 220 | Social Psychology |
- SOC 221 | Sociology of Minorities |
- SOC 222 | Social Change |
- SOC 223 | Social Stratification |
- SOC 224 | Social Deviance |
- SOC 225 | Sociology of the Family |
- SOC 226 | Sociology of Sex and Gender |
- SOC 228 | Social Conflicts |
- SOC 230 | Sociology of Everyday Life |
- SOC 233 | Women and the Political Mobilization in the Third World |
- SOC 241 | Sociology of Sport |
- SOC 242 | The Sociology of Business and Management |
- SOC 243 | Religion, State, and Society in Modern Britain |
- SOC 244 | Religion in American Society |
- SOC 249 | Technology and Society |
- SOC 251 | Sociology of the City |
- SOC 253 | World Cities |
- SOC 256 | Power and Powerlessness |
- SOC 257 | Political Sociology |
- SOC 258 | Social Problems |
- SOC 259 | Theories of Social Movements |
- SOC 260 | Sociology of Human Nature |
- SOC 261 | Sociology of Education |
- SOC 271 | Sociology of Environmental Issues |
- SOC 275 | Social Policy |
- SOC 290 | Sociology of Community |
- SOC 291 | Society in India |
- SOC 299 | The Sociology of Vietnam: Conflict, Colonialism, and Catharsis |

**American History and Social Consciousness**

- AMST 100 | History and Forms of American Culture |
- HIST 204 | History of American Society |
- HIST 208 | Women of American History |
- HIST 215 | American Urban History |
- HIST 227 | African-American History I: The Early Era |
- HIST 228 | African-American History II: The Modern Era |
- HIST 240 | History of Immigration and Ethnicity in America |
- HIST 246 | American Environmental History |
- HIST 250 | Medieval Popular Culture |
- HIST 258 | Transformation of Rural America |
- HIST 306 | Civil War and Reconstruction: 1845-1877 |
- 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 337 History of America Thought Since 1865
HIST 340 Faulkner and Southern Historical Consciousness
POL 215 Minority Group Politics
POL 270 African-American Political Thought

COURSE DESCRIPTIONS

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

202 Social Problem Films How do we discuss our shared social problems? This course examines a lesser genre of American cinema, the “social problem film,” exploring how film producers’ interactions with fans, critics, and censors helped shape films meant to address pressing social concerns. Beginning in the early 1930s and continuing to the 1980s, students look at how and why the film industry approached issues such as class conflict, crime, sexism, racism, corruption, and homophobia through close readings of films, examination of the history of production, and readings of popular arguments about Hollywood. (Sammond, Spring ’04)

203 History of Television An in-depth look at television history, from TV’s theoretical beginnings to its current incarnation as a turbulent mirror for “reality,” this course critically examines television texts and criticism of the medium as entertainment and as a contested force in social and cultural practices. Students consider significant technical and aesthetic shifts in programming, and arguments about the negotiation of race, ethnicity, class, and gender in TV. While some attention is paid to other national industries, the chief focus of the course is on television in the United States and western hemisphere. (Sammond, Spring ’04)

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

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

303 Social Documentary Photography and moving images have been used to enlighten those who do not suffer to the lives of those who do, to forward social change, and to influence social policy, sometimes progressively and sometimes not. This course will examine visual social documentary’s influence, largely confined to consideration of American social documentarists, including influence of photographers of immigrants’ conditions in major cities during the early 20th century; government-sponsored documentation of rural Americans’ lives during the Great Depression; and documentary films which have shaped social conscience from consciousness. (Robertson, Spring, offered alternate years)
305 The Fine Cut: The Basics of Film Editing
This course offers an introduction to the art of film editing, with an emphasis on the practical aspects of editing. Students learn basic editing techniques for narrative and documentary film, using either Final Cut Pro or Avid. In addition to actual editing exercises using unedited rushes or dailies, students study film sequences to learn various editing styles and techniques. Finally, students study the relationship of a novel, its screen adaptation and the film in order to understand the relationship of editing to narrative. (Jiménez, offered annually)

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

485 Practicum: Journalism for College Newspapers
A practicum offers students an opportunity to develop their knowledge of some aspect of the production and dissemination of information through the acquisition and use of practical skills learned from an experienced practitioner. Journalism for College Newspapers is offered by an experienced journalist and feature-story writer. Course credit will be linked to reporting on local, community, national, and international issues for the HWS newspaper, the Herald. (Offered annually)

499 Media and Society Internship
Permission only.

MEN’S STUDIES
Coordinating Committee
Jack Harris, Sociology, Coordinator
Rocco Capraro, History
Iva Deutchman, Political Science
Susan Henking, Religious Studies
Renee Monson, Sociology
T. Dunbar Moodie, Sociology
Lee Quinby, English
Craig Rimmerman, Political Science
William Waller, Economics
Andy Walters, Psychology

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

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

CROSSLISTED COURSES
Theory Courses
ART 211 Feminism in the Arts
ECON 310 Economics and Gender
ENG 304 Feminist Literary Theory
SOC 220 Sociology of Everyday Life
SOC 340 Feminist Sociological Theory
WMST 300 Feminist Theory
### Sexual Minorities Courses
- **AMST 310** Sexual Minorities in America
- **ENG 281** Literature of Sexual Minorities
- **POL 219** Sexual Minority Movements and Public Policy
- **REL 283** Que(e)rying Religious Studies

### Gender Courses
- **ANTH 220** Sex Roles: A Cross-Cultural Perspective
- **ASN 220** Male and Female in East Asian Societies
- **CLAS 230** Gender in Antiquity
- **ENG 330** Male Heroism in the Middle Ages
- **PHIL 152** Issues: Philosophy and Feminism
- **POL 238** Sex and Power
- **PSY 223** Social Psychology
- **SOC 225** Sociology of the Family
- **SOC 226** Sociology of Sex and Gender
- **WRRH 221** He Says, She Says: Language and Gender

### Modern Languages

The courses offered in English by foreign language faculty members may now be found under the listing for the respective language; for example, the courses taught in English by the Department of French and Francophone Studies will be found at the end of the listing of French courses and similarly for other foreign languages.

### Music

- Robert Cowles, D.M.; Associate Professor, Department Chair
- Joseph M. Berta, M.A.; Professor
- Nicholas V. D’Angelo, M.Mus.; Professor
- Patricia Ann Myers, Ph.D.; Professor
- Robert Barbuto, B.A.; Instructor in Jazz Piano and Director of Colleges Jazz Ensemble
- Mark Bartel, M.S.M.; Director of Colleges Community Chorus
- Daniel Bruce, M.M.; Instructor in Piano
- Gregg Christiansen, M.Mus.; Instructor in Piano
- Steve Curry, Instructor in Drums
- MaryAnn Hamilton, D.M.A.; Instructor in Organ
- Alan Mandel, M.A.; Instructor in Jazz Saxophone
- Mark Manetta, B.Mus.; Instructor in Guitar
- Kenneth Meyer, D.M.A.; Instructor in Guitar
- Suzanne Murphy, M.M.; Instructor in Voice
- John Oberbrunner, M.Mus.; Instructor in Flute and Director of Colleges Woodwind Ensemble
- Jeananne Ralston, B.Mus.; Instructor in Piano
- Troy Slocum, B.M.; Instructor in Piano
- Jeffrey Stempien, M.Mus. Ed.; Instructor in Brass
- James Trowbridge, M.M.; Director of Colleges Brass Ensemble
- Wendra Trowbridge, M.Mus.; Instructor in Voice
- Andrew Zaplatynsky, B.M.; Instructor in Violin/Viola and Director of Colleges String Ensemble

The music department seeks to develop the musical understanding of students who desire to broaden their cultural perspective through study of the arts, as well as to prepare students wishing to pursue a professional career in music.
Music courses are open to all students who have fulfilled the necessary prerequisites or gained permission of the appropriate individual instructors. Admission to choral and instrumental ensembles is by audition only. Private instruction in applied music is available to all students for a fee of $270 per semester for a total of 14 half-hour sessions.

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

REQUIREMENTS FOR THE MAJOR (B.A.)

disciplinary, 12 courses
M U S 120, 121, 202, 203, 204, 231, 232, 401, 460; one additional course from M U S 130 or above; and two course credits earned through participation in a major choral or instrumental ensemble for four semesters, or by taking private instruction for four semesters, or by taking two semesters of ensemble and two of private instruction.

REQUIREMENTS FOR THE MINOR

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

REQUIREMENTS FOR THE MINOR

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

COURSE DESCRIPTIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

210 American Musical Theater A survey of the development, as an art form, of American musical theater from the European forms in early America to the present Broadway musical, including minstrels, vaudeville, burlesque, revue, comic opera, operetta, and blacks in the theatre. The course culminates with a class production of a musical in concert form. (D’Angelo, offered alternate years)
216 **Musics of Asia** Interest in the performing arts of Asian cultures—music, theatre, and dance—on the part of Europeans can be traced back to 18th century notions of enlightenment and universalism and to increased contacts with Asia through trade and colonization. The Exhibition of 1851 introduced European audiences to Indonesian percussion orchestras, melodic intricacies of Indian raga, and the stylized movement of “Siamese” dance. Asian performing arts have unique, valid approaches to the organization of sound and time. Among the repertories studied are the classical music and dance of India, Indonesian gamelan, Chinese Opera, and the theatrical traditions of Japan. (M yrs, offered alternate years)

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

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

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

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

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

450 **Independent Study**

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

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

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

Note: Students who take private lessons receive one-half course credit per semester. Students who participate in the Colleges Chorale, Colleges Community Chorus, or String, Woodwind, Brass, and Jazz Ensembles, also receive one-half course credit per semester.

Courses Offered as Needed
BIDS 298  The Ballet Russes: Modernism and the Arts
MUS 305  Fundamentals of Conducting

PEER EDUCATION IN HUMAN RELATIONS

Program Faculty
Donna Albro, Coordinator

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

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

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

ELECTIVES
ALST 200  Ghettoscapes
ALST 309  Black Cinema
ALST 216  African Literature II: National Literatures of Africa
AMST 310  Sexual Minorities in America
ANTH 205  Race, Class and Ethnicity
ART 201  African-American Art
ART 210  Woman as Image and Image-Maker
ART 212  Women Make Movies
ASN 220  Male and Female in East Asian Societies
BIDS 245  Men and Masculinity
ECON 122  Economics of Caring
ECON 248  Poverty and Welfare
EDUC 203  Children With Disabilities
EDUC 332  Disability, Family and Society
EDUC 337  Education and Racial Diversity in the U.S.
EDUC 338  Inclusive Schooling
EDUC 345 Women, Nature and Science
ENG 281 Literature of Sexual Minorities
ENG 291 Introduction to African-American Literature
ENG 304 Feminist Literary Theory
ENG 318 Body, Memory, and Representation
ENG 342 Readings in Multi-Ethnic Women's Literature
ENG 381 Sexuality and American Literature
FRNE 213 Vietnamese Literature in Translation
FRNE 218 French Caribbean
LTAM 308 Latin American/Latino Cinema
LTAM 310 The Latino Experience
MDSC 100 Introduction to Media and Society
PHIL 152 Issues: Philosophy and Feminism
POL 215 Minority Group Politics
POL 219 Sexual Minority Movements and Public Policy
POL 238 Sex and Power
POL 334 Civil Liberties
POL 348 Racism and Hatreds
PSY 247 Psychology of Women
REL 100 Religions in the World
REL 271 The Holocaust
REL 272 The Sociology of the American Jew
REL 273 Foundations of Jewish Thought
REL 281 Unspoken Worlds
REL 283 Queer(e)rying Religious Studies
SOC 221 Sociology of Minorities
SOC 226 Sociology of Sex and Gender
SOC 244 Religion in American Society
SOC 258 Social Problems
SOC 340 Feminist Sociological Theory
WMST 100 Introduction to Women's Studies
WMST 300 Feminist Theory

COURSE DESCRIPTIONS

101 Peer Advocacy This course provides students with the skills and background to serve as peer advocates or peer facilitators. After being introduced to the philosophy and pedagogical framework of peer education programs, students acquire basic skills necessary to act as peer advocates for other students around a wide range of issues, e.g., alcohol abuse, sexual assault, and wellness. Possible skills might include basic listening, crisis intervention, workshop organization, and intercultural communication. Students also become acquainted with on- and off-campus resources and services available to all students, and study the legal and ethical issues involved in being a peer advocate. (Offered annually)

212 Making Connections This course introduces participants to the following ‘isms,’ their dynamics, and their interconnections: sexism, racism, heterosexism, classism, anti-Semitism, ageism, and ableism. It gives students, staff, and faculty an invaluable opportunity to connect and inspire one another; to deal with issues of oppression and education; to topple the wall of resentment and fear that separate men and women, white people and people of color, gay/lesbian/bisexuals and heterosexuals, poor and rich, students and teachers—and to redefine the meaning of community at Hobart and William Smith Colleges. The course addresses the notion of healing and the role of emotions and attitudes in the development of human intelligence provides participants with a variety of traditional and innovative teaching and learning methods, and challenges the notion of hierarchical knowledge by putting students in the role of teachers and facilitators. Prerequisite: by application. (Albro, Spring, offered annually)

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

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

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

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

Steven Lee, Ph.D.; Professor, Department Chair (2004-05)
Eugen Baer, Ph.D.; Professor
Eric Barnes, Ph.D.; Assistant Professor
Scott Brophy, Ph.D.; Professor, Department Chair (2005-06)
Benjamin Daise, Ph.D.; Professor
Carol Oberbrunner, Ph.D.; Visiting Assistant Professor (2004-05)
Rosalind Simson, Ph.D.; Associate Professor, part-time

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

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

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

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

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

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

COURSE DESCRIPTIONS

100 Introduction to Philosophy This course seeks to provide an understanding of what philosophy is by discussing some of the main problems that philosophers examine and by developing skills in the methods used in philosophy. Among the kinds of problems considered in this course are: Can we prove God’s existence? What distinguishes knowledge from mere belief? Is it always wrong to break the law? (Staff, offered annually)

Typical readings: Plato, The Trial and Death of Socrates; King, Letter From a Birmingham City Jail; Dworkin, Civil Disobedience; Perry, Dialogue on Immortality and Personal Identity; Cahn, Classics of Western Philosophy

100 Introduction to Philosophy Wonder about the existence of God, or life after death? A rape with friends about right and wrong, and wonder if there’s an answer? What gives humans free will, and could animals or machines have it? Students who are fascinated by these questions have the prerequisites to take this class. There are two sides to every issue, and the heart of critical thinking is understanding both sides. This is the skill students in this course hone. Students do this by reading classic and contemporary dialogues that represent both sides of these issues. Readings are short, focusing on depth and complexity. Course work consists mostly of very short essays that will be revised. There is a strong emphasis on precise writing and critical argumentation. (Barnes, offered annually)

Typical readings: Plato, The Trial and Death of...
120 Critical Thinking and Argumentative Writing
This course is designed to improve a person's ability to think critically. While any course in philosophy does this, this course explicitly examines the principles of good reasoning. Emphasis is placed on the evaluation, the understanding, and the formulation of arguments. Instruction is given in the detection and correction of fallacies of reasoning and in the writing of argumentative essays. (Offered annually)

Typical readings: W. White, Critical Thinking; Lee, What is the Argument?

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

Typical reading: Bonevac, Today's Moral Issues

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

Typical readings: Nietzsche, Beyond Good and Evil; Euripides, Bacchae; Nietzsche, Birth of Tragedy; Freud, Civilization and Its Discontents; Marx/Engels, Communist Manifesto; Price, Three Gospels; Price, A Serious Way of Wondering; Kierkegaard, Works of Love

150 Philosophy and Contemporary Issues: Justice and Equality
This course treats two topics that are of current social concern: the moral permissibility of abortion and the justification of affirmative action. Students learn how to apply the tools of philosophical analysis in attempting to resolve these issues. (Daise, offered annually)

Typical readings: Joel Feinberg, The Problem of Abortion; Ezorsky, Racism and Justice

151 Philosophy and Contemporary Issues: Debating Public Policy
Effectively advocating for one's plan of action, when it's opposed, is what makes the difference between just a cool idea and an implemented policy. However, respectfully and persuasively selling one's ideas requires knowledge and skills that most people lack. This course develops students' theoretical knowledge and practical skills (especially oral communication skills) to improve their advocacy. Students work in teams to develop public policy positions on current political, moral, and legal issues—domestic and international. Teams then formally debate these positions while other students vote on them. Strong emphasis is placed on anticipating problems with one's own public policy positions. Students concentrate on the general structure and tools of advocacy and opposition, not on particular issues in current events. (Barnes, offered annually)

Typical readings: Readings include classic and contemporary texts in philosophy and rhetoric, along with regular reading of the New York Times during the semester. Course work includes some brief essays and outlines, but much of the graded work is in oral arguments given during class debates.

Typical readings: Readings include classic and contemporary texts in philosophy and rhetoric, along with regular reading of the New York Times during the semester. Course work includes some brief essays and outlines, but much of the graded work is in oral arguments given during class debates.

150 Philosophy and Contemporary Issues: Crime and Punishment
This course explores the relationship between moral responsibility and criminal responsibility. It looks at some perennial problems in ethical theory, such as: What makes an act wrong? What is the right thing to do in a given case? What is the responsibility of the person who caused the harm? What must the person responsible do to redress the harm? This course examines these and other questions in the context of the broader themes of morality, justice, and freedom.

Typical readings: Readings include classic and contemporary texts in philosophy and rhetoric, along with regular reading of the New York Times during the semester. Course work includes some brief essays and outlines, but much of the graded work is in oral arguments given during class debates.

Typical readings: Readings include classic and contemporary texts in philosophy and rhetoric, along with regular reading of the New York Times during the semester. Course work includes some brief essays and outlines, but much of the graded work is in oral arguments given during class debates.
152 Philosophy and Contemporary Issues: Philosophy and Feminism This course examines ways in which a broad spectrum of feminist perspectives have influenced thinking on a variety of problems in ethics and social and political philosophy. Examples of the topics discussed are: marriage and motherhood, justice within families, prostitution, rape, abortion, and reproductive technologies. (Simson, offered alternate years)

Typical readings: O'kin, Justice, Gender, and the Family; Pearsall (ed.), Women and Values; Jaggar (ed.), Living With Contradictions

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

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

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

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

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

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

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

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

Additionally, there will be three film screenings outside of regularly scheduled class time.

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

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

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

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

Typical readings: Plato, C ratyus; Berger, Introduction to Semiotics; Lakoff and Johnson, Metaphors We Live By; Frank, The Wounded Storyteller; Bal, Meaning Making

230 Aesthetics This course deals with a variety of philosophical issues relating to the arts. Some of the questions that the course considers are: What do we mean by the term “beautiful?” What makes something a work of art? What is meant by forgery in art? Are the meaning and value of a painting, poem, musical composition, or other artistic creation a matter of individual opinion? Is there a role for critics in the arts? What value do the arts have for society? Do artists have a responsibility to society? (Simson, offered alternate years)

Typical readings: Ross, A rt and Its Significance; Margolis (ed.), Philosophy Looks at the Arts; Battin et al., Puzzles About Art

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

Typical readings: MacPherson, Life and Times of Liberal Democracy; Morgan, Classics of Moral and Political Theory; Aveneri, Communitarianism and Individualism

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

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

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

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

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

Typical readings: Hacking, Representing and Intervening; Casti, Searching for Certainty; What Scientists Can Know About the Future; Boyd, G asper, and T rout, (eds.), The Philosophy of Science

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

Typical readings: Barwise and Etchemendy, *The Language of First Order Logic*, including the program, "Tarski's World"

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


250 **Feminism: Ethics and Knowledge** This course examines various feminist critiques of traditional approaches to ethics and to science. The first half of the course focuses on feminist claims that ethics traditionally has attended too much to matters of justice and not enough to issues of caring. The second half of the course focuses on feminist claims that the goal of gender neutral objectivity traditionally endorsed by science has been both unachievable and misguided. Some of the questions the course addresses: Do women and men tend to differ in their approaches both to ethics and to science? Have ethics and science traditionally reflected the subordination of women? Have they traditionally contributed to the subordination of women? What are the implications of these feminist critiques for the future of ethics and science? (Simson, offered alternate years)

Typical readings: Kant, *Grounding for the Metaphysics of Morals*; Mill, *Utilitarianism*; Held (ed.), *Essential Readings in Feminist Ethics*; Keller and Longino (eds.), *Feminism and Science"

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


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


372 **Early Modern Philosophy** This course is an introduction to the principal works and central theories of the early modern period (1600–1750). The philosophical thought of this period was closely tied to the newly developing sciences and also to profound changes in religion, politics, and morality. Accompanying the transformation of thinking in all of these areas was a renewed interest in skeptical theories from ancient sources, and what emerged was the beginning of uniquely modern approaches to philosophy. Each year this course focuses on a handful of texts from this period, to be selected from the works of Montaigne, Bacon, Galileo, Descartes, Hobbes, Bayle, A. Rauld, Gassendi, Mersenne, Leibniz, Spinoza, Boyle, Butler, M. Albranche, Pascal, Newton, Locke, Berkeley, and Hume. (Brophy, offered annually)

373 **Kant** Kant’s critical and transcendental investigations of the limits of the ability of the human mind to resolve issues of what we can know and how we should act have been enormously influential for all subsequent philosophical inquiry. This course is devoted to understanding the problems Kant faced, the answers he advanced, and the difficult and intriguing arguments he provided to support his views. Because understanding Kant’s empirical realism and transcendental idealism is incomplete without critical scrutiny of his argument, objections are introduced and discussed. (Baer, offered annually)

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

380 **Experience and Consciousness: Introduction to Phenomenology** Phenomenology is a 20th-century methodology that attempts to understand our experiences independently of all scientific, cultural, or personal presuppositions. The following are a few of the questions that the course addresses: In what ways are we active rather
 Physics is identified as that branch of science which seeks to discover, unify, and apply the most basic laws of nature. Our curriculum introduces students to its principal subfields—electromagnetism, mechanics, thermal physics, optics, and quantum mechanics—and provides the most extensive training in mathematical and analytical methods of any of the sciences. Since this is the foundation upon which all other sciences and engineering are based, the study of physics provides a strong background for students who plan careers in areas such as physics, astrophysics, astronomy, geophysics, oceanography, meteorology, engineering, operations research, teaching, medicine, and law. Because physics is interested in first causes, it has a strong connection to philosophy as well.

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

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

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

REQUIREMENTS FOR THE MAJOR (B.A.)
disciplinary, 12 courses
PHYS 150, PHYS 160, PHYS 270, PHYS 285, PHYS 381/382 (two semesters, 0.5 credits each), MATH 130 Calculus I, MATH 131 Calculus II, and five additional courses in physics at the 200 or 300 level. A course at the 200 or 300 level from another science division department may be substituted for a physics course with the approval of the department chair.

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

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

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

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

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

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

160 Introductory Physics II This course offers a calculus-based first course in electromagnetism and optics with laboratory. Prerequisites: PHYS 150 and MATH 131 Calculus II (may be taken concurrently). (Offered annually)
Typical reading: Young and Freedman, University Physics
240 **Electronics**  This course offers a brief introduction to A C circuit theory, followed by consideration of diode and transistor characteristics, simple amplifier and oscillator circuits, operational amplifiers, and IC digital electronics. With laboratory. Prerequisite: PHYS 160. (Offered alternate years)

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

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

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

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

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

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

375 **Thermal Physics**  This course reviews the laws of thermodynamics, their basis in statistical mechanics, and their application to systems of physical interest. Prerequisites: PHYS 160 and MATH 131 Calculus II. (Offered alternate years)
  Typical reading: Kittel and Kroemer, Thermal Physics

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

381-382 **Intermediate and Advanced Physics Laboratory**  This laboratory course meets once a week for the full academic year and offers a series of experiments for students in 200- or 300-level physics courses. Whenever possible the experiments assigned are related to the field of physics being studied in the corresponding 200 or 300-level course. PHYS 381 is required of all physics majors. (Offered annually)

450 **Independent Study**

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

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

Requirements for the Major (B.A.)

Disciplinary, 10 courses
Two introductory courses from among POL 110, POL 140, POL 160, and POL 180; one course in each of the four subfields (the introductory courses count); a seminar in the junior and senior years; and a group of four courses, one of which may be outside the department, that define a theme or focus and are approved by the adviser. Except for seminars, no more than four courses in any one subfield count toward the major.

Requirements for the Minor

Disciplinary, 5 courses
Five political science courses in at least three separate subfields (American politics, comparative politics, international relations, political theory), three of which must be at the 200 level or higher.

Course Concentrations

American Politics Subfield
- POL 110 Introduction to American Politics
- POL 212 The Sixties
- POL 215 Minority Group Politics
- POL 219 Sexual Minority Movements and Public Policy
- POL 221 Voting and Elections
- POL 222 Political Parties
- POL 224 American Congress
- POL 225 American Presidency
- POL 229 State and Local Government
- POL 236 Urban Politics and Public Policy
- POL 238 Sex and Power
- POL 248 Politics of Development
- POL 249 Protests, Movements, Revolutions
- POL 270 African-American Political Thought
- POL 320 Mass Media
- POL 328 Environmental Policy
- POL 332 American Constitutional Law
- POL 333 Civil Rights
- POL 334 Civil Liberties
- POL 335 Law and Society
- POL 364 Social Policy and Community Activism

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

International Relations Subfield
- POL 180 Introduction to International Relations
- POL 248 Politics of Development
- POL 283 War in the International System
- POL 290 American Foreign Policy
COURSE DESCRIPTIONS

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

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

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

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

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

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

Typical readings: Donald Snow and Eugene Brown. International Relations; Marc Genest, Conflict and Cooperation: Evolving Theories of International Relations; Sven Lindqvist, Exterminate All the Brutes; Ralph Pettman, Commonsense Constructivism, or the Making of World Affairs

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

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

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

219 Sexual Minority Movements and Public Policy This course explores the rise of the gay, lesbian, and bisexual movements from both contemporary and historical perspectives. The movements are also placed within a cross-cultural comparative framework. The course addresses the sources of these movements, the barriers that they have faced, and how they have mobilized to overcome these barriers. Specific attention is devoted to the responses of these movements in the age of AIDS and the gays and lesbians in the military debate. Finally, it examines the consequences of these movements for the responses of institutional actors in the American policy process. (Rimmerman, offered annually; subfield: AMER)

Typical readings: Adams, The Rise of the Gay and Lesbian Movement; Berube, Coming Out Under Fire; Duberman, Stonewall; Faderman, Odd Girls and Twilight Lovers

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


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

Typical readings: Eldersveld and Walton, Political Parties in American Society; Herronson and Green, Multiparty Politics in America; W. ayne, The Road to the White House

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


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

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

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

Typical readings: Saffell, State and Local Government: Politics and Public Policy; Beyle, State and Local Government: CO'S Guide to Current Issues; articles from scholarly journals, and computer simulations
236 Urban Politics and Public Policy This is one of the core courses in the urban studies program. Among the topics examined are: the structure of urban governments; urban service delivery, the concentration of power in urban settings; the urban fiscal crisis, and relations between city, state, and national governments. (Johnson, Rimmerman, offered annually; subfield: A M E R)

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

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

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

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

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

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

Typical readings: Spiegelman, M aus; Kesselman and Krieger, European Politics in Transition; Betz, Radical Right-Wing Populism; Pell, The Americanization of Europe

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

Typical readings: Caufield, M asters of Illusion; Klitgard, Tropical Gangsters; Fallows, Looking at the Sun; Escobar, Encountering Development

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

Typical readings: Meyer and Tarrow, The Social Movement Society; Gornick, Romance of A merican Communism; Morris, Origins of the Civil Rights Movement; Tarrow, Power in Movement; Rose, Coalitions A cross the Class Divide; Klein, No Logo

255 The Politics of Latin American Development This course examines how politics in Latin American countries have been shaped by their differing historical role in supplying raw materials for First World consumption, tracing how the production of various crops (coffee, bananas, wheat) or goods (tin, beef) have led countries to develop different social structures
259 African Politics The course traces the evolution of the African state from its colonial creation to its modern day "crisis" through an examination of how political, economic and social considerations have shaped and transformed African politics. The first section of the course examines the historical creation of contemporary African polities from the era of European colonization. In the second section, attention is paid to the creative solutions that African societies have employed as a response to both unique and universal problems of governance. (Dunn, offered alternate years; subfield: IR, COMP)

Typical readings: Peter Schraeder, A frican Politics and Society; A dam Hochschild, King Leopold's Ghost; Basil Davidson, M odern A frica; A yi K wei A mahl, T he Beautiful O nes A re N ot Y et B orn

264 Legal T heory This course addresses the relationship between liberalism and democracy, as well as the question of law's relation to justice. The course engages in a critical inquiry into the values and weaknesses of law as a mechanism for seeking justice. Among the questions asked: is it possible or desirable for independent law to serve as a neutral ground for resolving conflict? What is the value of rights? Is liberal law inclusive and tolerant of diversity? Is democracy? Should we aspire to tolerance and diversity? What is democracy and does liberalism assist or hinder it? Should we assist or hinder democracy? Should we seek to escape the limits of law in order to do justice? (Passavant, offered alternate years; subfield: TH).

Typical readings: Stanley Fish, T he T rouble with Principle; Carl Schmitt, T he Concept of the Political; A nthony Scala, A Matter of Interpretation; Jacques Derrida, G iven T ime

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

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

266 Contemporary Political T heory Concentrating on late 20th century and early 21st century texts, this course grapples with the ways politics and the political have been configured and reconfigured under contemporary conditions of globally networked technoculture and communicative capitalism. How does a given conceptualization of the sites of politics link up with the designation of a matter as political? Although the texts vary from year to year, an emphasis on critical and poststructuralist theory as well as an attunement to cultural studies can be expected. (Dean, offered alternate years; subfield: TH)
270 African-American Political Thought This course examines the political, economic, and social statuses of African Americans in American society, as depicted in the speeches and writings of distinguished African-American thinkers, scholars and artists, from slavery to the present. It explores some fundamental tensions in African-American thought that are manifest in diverse and seemingly contradictory solutions, such as accommodation vs. protest, emigration vs. assimilation, and separatism vs. integration. (Johnson, Lucas, offered alternate years; subfields: TH, AMER)

Typical readings: Selections from M. E. Griffith; Protest; Washington, Up from Slavery; DuBois, Dusk of Dawn; Malcolm X, The Autobiography of Malcolm X; King, Why We Can't Wait

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

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

Typical readings: Stephen Ambrose and Warren Strobel, In the Human Prospect for the 1990s; Kenneth Johnson, The Auto-Industry in the 1990s; Warren Strobel, American Constitutional Law

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

Typical readings: cases, documents, and additional articles

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

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

328 Environmental Policy This course assesses the capability of the American policy process to respond to energy and environmental concerns in both the short and long term. It examines the nature of the problem in light of recent research on global warming, pollution and acid rain, solid waste management, deforestation, and nuclear energy, as well as the values that guide our liberal capitalist society. It also outlines possible citizen responses that might prompt the American policy process to consider coherent energy and environmental strategies for the long term. In so doing, it incorporates political economy and comparative public policy approaches to energy and environmental concerns. The goal is to evaluate how the American policy process works in light of one of the most significant public policy issues of our time. (Rimmerman, offered annually; subfield: AMER)

Typical readings: Commoner, Making Peace with the Planet; Vig and Kraft, eds., Environmental Policy in the 1990s; Heilbronner, An Inquiry into the Human Prospect for the 1990s

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

Typical readings: constitutional cases; Robert McCloskey, The American Supreme Court; A. Leon Henderson, James Madison, and John Jay, The Federalist Papers
333 Civil Rights T his course addresses the constitutional and statutory protection of civil rights in America. It studies the gradual recognition and enforcement of civil rights, recent retreats, and contemporary difficulties in the implementation of egalitarian principles which inform citizenship in a democracy. Substantive areas of focus include desegregation, voting rights, gender discrimination, affirmative action, and the problems involved with proving discrimination that violates the Constitution. (Passavant, offered annually; subfield: A M E R)

Typical readings: constitutional cases; G ary O rfield and Susan Eaton, Dismantling Desegregation; M ark T ushnet, M aking C ivil R ights L aw

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

Typical readings: constitutional cases; Ronald D workin, F reedom's L aw; A nthony L ewis, G ideon's T rumpet; I saac Kramnick and R . Laurence M oore, T he G oodless C onstitution

335 Law and Society T his course addresses the relationship of "law" and "society" -- does law stand above society and adjudicate disputes in a neutral manner, or do law and society bleed into each other such that law is corrupted by social interests and therefore invariably "political" in the way that it is used to address disputes? Additionally, how does law frame our perception of such issues as ownership and value? How does law affect "who gets what"? What are the implications of these findings for America's belief in liberalism and the value of liberalism's individual rights? Substantive areas of focus include the problems of objectivity in interpretation, whether legal rights matter, conflicts between rights to free speech and private property in the area of Intellectual Property law, and the consequences for law and freedom posed by "gated communities." (Passavant, offered alternate years; subfield: A M E R)

Typical readings: John Locke, The Second T reatise on C ivil G overnment; E van M cKenz e, P rivatopia; C hristian P arenti, L ockdown A merica

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

Typical readings: Takaki, I ron C ages; R oediger, T he W ages of W hiteness; L indemann, T he J ew A ccused; M osse, H istory of E uropean R acism

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

T exts may include web-based sources, films, and books such as Barabasi, Linked; D yer-W itheford, C yber-M arx; R heingold, S mart M obb
ideass and public policy today. (Rimmerman, offered alternate years; subfield: T H )
  Typical readings: Rousseau, O n the Social
  Contract; Mill, O n Liberty; M acpherson, T he Life
  and T imes of Liberal Democracy; Pateman, Participation and Democratic Theory; Barber, Strong
  Democracy; Mill, Democracy Is in the Streets

375 Feminist Legal Theory This course
  examines the gender(s) of law. Students prepare
  court cases and feminist legal analyses to
  investigate the relationship between power and
  law as it establishes the boundaries separating
  public from private, straight from gay, qualified
  from unqualified, madonna from whore. Topics
  include workplace discrimination, sexual
  harassment, prostitution, pornography, abortion,
  rape, and child custody. (Dean, offered alternate
  years; subfield: TH)
  Typical readings: Frug, W omen and Law; Frug,
  Postmodern Legal Feminism; W illiams, T he
  A lchemy of Race and Rights; M acKinnon, Toward
  a Feminist Theory of the State

379 Radical Thought Left and Right This course
  explores the sources of, and the transfor-
  mation in, European and American radical
  political thought since the time of Marx.
  Students begin with Marx, and then look closely
  at the Frankfurt School, Freud, Sartre, H erbert
  Marcuse, and the New Left in America and
  Eastern Europe. The course concludes with a
  discussion of the New Right and of a Amercan
  and European radicalism in the new globalized
  world. (O st, offered alternate years; subfield: TH)
  Typical readings: Marx, Selected Works; Freud,
  Civilization and Its Discontents; G riftin, F ascism;
  Marcuse, O ne-Dimensional M an; G itlin, T he
  Sixties

380 Theories of International Relations
  Theories of international relations are plentiful,
  and debatable. This course examines a number of
  theory traditions in the study of international
  relations and involves the student in efforts to
  further develop the theory and/or to test some of
  its claims empirically. The theories selected vary
  from semester to semester, but come from such
  areas as structural realism, liberal international-
 ism, globalization, constructivism, and world
  systems. (Beckman, Tilley, offered alternate years;
  subfield: IR)
  Typical readings: W altz, T heory of International
  Relations; K eohane and N ye, Power and
  Interdependence; Bloom, Personal Identity,
  N ational Identity, and International Relations;
  Rosenau, T urbulence in World Politics

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

Seminars
Seminars for juniors and seniors change
yearly; usually six seminars are offered
each year with a maximum of 15 students
in each seminar. Political science majors
have top priority; other students are
welcome if there is space or with
instructor's permission. Recent seminars
have included Law and Society, T he Civil
Rights M ovment, Discourse and the Body,
Politics and Education, W omen and World
Politics, Democratization in Comparative
Perspective, Political Psychology, and T he
Rise of the Right in the U . S.

Tentative Future Seminars:
416 N ative People's Politics This course
examines the politics of indigenous and tribal
peoples around the world; N ative A mericans;
Latin A merican Indians; A ustralian A borigines;
and the M aoris of New Zealand. Students
consider how current political movements reflect
the historical experience of forcible incorpora-
tion into modern states, and why such people
seek to preserve their internal ethnic cohesion by
invoking rights to self-determination. T his
course also employs theory from international
relations and comparative politics to examine
larger issues: how discourses of nation-building,
the modern state, European ideas of "savagery"
and "civilization," and economic development
have contributed to creating this category of
ethnic conflict. (Tilley)

426 Partisanship in the 21st Century This course
explores the nature of American loyalty
to their party system. It addresses how party
attachments among the public have evolved in
the late 21st century and reasons behind shifting
voting alignments and behaviors in the U.S. It
examines the role of political, social, and
economic factors in shaping contemporary
political patterns. (Lucas)
428 Pan-Africanism Pan-Africanism refers to the political and cultural opposition to the legacies of racial capitalism, colonization, and imperialism. With discussion shifting from intellectual writing to activities taking place in the streets, dance-halls and athletic arenas, the course probes the extent to which emancipatory ideas have been "tainted" by the powers-that-be. For example, students look at how dominant notions of gender, sexuality, class, color, leadership and religion have sometimes compromised Pan-Africanism's liberatory potential. Finally, they look at the challenges for a new Pan-Africanism posed by globalization and the technological revolution. (Johnson)

429 Nixon and His Times This course examines the Nixon presidency in historical, social, economic, institutional, and political context by interrogating developments in presidential power over time. Students explore the intersection among various social movements as reflected in contentious domestic and foreign policies, including the Vietnam War. Considerable attention is devoted to the New Left, anti-war, environmental, women's, civil rights, lesbian and gay, and conservative movements. (Rimmerman)

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

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

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

462 Public Spheres Democracy, many think, is rule by the public. But who or what is the public? Does it refer to a numerical group? To occupants of a specific territorial space? To an ideal collectivity who may not yet exist but can be called into being? Is it an adjective denoting something funded by the government, as in "public housing"? This seminar considers the impact of any of these understandings of the public in terms of their opposites: the domestic private sphere, the economic private sphere, and the sphere of secrets. Grappling with the impact of notions of the public on conceptions of democracy, students ask whether democracy requires something like a public sphere, and what this means in a mediatized, technocultural age. (Dean)

481 International Travel This course is designed to explore the multiple and varied ways that travel and tourism are related to international relations. As such, the topics explored during the semester cover, but are not limited to, imperialism and (neo)colonialism, international political economy and development, refugees and migration, ideology and nationalism, and diplomacy and security. In so doing, this course attempts to illustrate the centrality of travel and tourism to the study of international relations in the 21st century. (Dunn)

495 Honors
PSYCHOLOGY

Michelle Rizzella, Ph.D.; Associate Professor, Department Chair
Debra DeMeis, Ph.D.; Professor
Karen Feasel, Ph.D.; Assistant Professor
Ron Gerrard, Ph.D.; Adjunct Professor
Jeffrey M. Greenspon, Ph.D.; Professor
Catherine Renner, Ph.D.; Visiting Assistant Professor
Andy Walters, Ph.D., M.P.H.; Associate Professor
Beth Wilson, Ph.D.; Assistant Professor
Uta Wolfe, Ph.D.; Assistant Professor

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

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

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

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

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

200-LEVEL ELECTIVE COURSES
PSY 203 Introduction to Child Psychology and Human Development
PSY 205 Adolescent Psychology
PSY 220 Introduction to Personality Psychology
PSY 221 Introduction to Psychopathology
PSY 227 Introduction to Social Psychology
PSY 230 Biopsychology
PSY 231 Cognitive Psychology
PSY 245 Introduction to Cross-Cultural Psychology
PSY 275 Human Sexuality
PSY 299 Sensation and Perception
WMST 223 Social Psychology
WMST 247 Psychology of Women

300-LEVEL LABORATORY COURSE
GROUPS
Group A
PSY 305 Psychological Test Development and Validation*
PSY 310 Research in Perception and Sensory Processes
PSY 311 Research in Behavioral Neuroscience
PSY 331 Research in Cognition

Group B
PSY 305 Psychological Test Development and Validation*
PSY 321 Research in Developmental Psychology
PSY 322 Research in Personality Psychology
PSY 327 Research in Experimental Social Psychology
PSY 347 Research in Cross-Cultural Psychology
PSY 350 Research in Clinical Psychology
WMST 323 Research in Social Psychology

*PSY 305 cannot be counted as an A lab if PSY 322 is taken to satisfy the B lab requirement.

300-LEVEL NON-LABORATORY COURSES
PSY 307 History and Systems of Psychology
PSY 309 Topics in Sensory Perception
PSY 344 Topics in Personality Psychology
PSY 346 Topics in Cross-Cultural Psychology
PSY 352 Topics in Clinical Psychology
PSY 359 Topics in Behavioral Neuroscience
PSY 370 Topics in Developmental Psychology
PSY 373 Topics in Social Psychology
PSY 375 Topics in Cognitive Psychology
WMST 357 Self in American Culture
WMST 372 Topics in Social Psychology

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

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

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

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

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

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

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

230 Biopsychology
This course examines relationships between biology and behavior. Lectures are designed to concentrate on those aspects of biopsychology that are interesting and important to a broad audience. A topical format is
231 Cognitive Psychology This course is designed to provide a general understanding of the principles of cognitive psychology. Cognitive psychology is the scientific approach to understanding the human mind and its relationship to behavior. The course introduces students to classic and contemporary empirical research in both theoretical and practical aspects of a variety of cognitive issues. Topics include pattern recognition, attention, mental representation, memory, language, problem solving and decision making. Prerequisite: PSY 100. (Rizzella, offered annually)

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

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

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

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

Typical readings: Strong and DeVault, Human Sexuality

299 Sensation and Perception Perception of the world through the senses is one of the most sophisticated yet least appreciated accomplishments of the human mind. This course explores how people experience and understand the world through the senses, using frequent classroom demonstrations of the perceptual phenomena under discussion. The course introduces the major facts and theories of sensory functioning and examines the psychological processes involved in interpreting sensory input. The primary emphasis is on vision, though other senses are considered as well. Prerequisite: PSY 100. (Wolfe, offered annually)

305 Psychological Test Development and Validation Psychological tests are used in a variety of settings for purposes such as educational placement, public polling, market research, diagnosis, scientific inquiry, and self-understanding. How do we determine if a test measures what it’s supposed to, and how do we construct such a test? This course emphasizes practical, theoretical, and statistical considerations and approaches to test development and validation. Students develop measures of psychological concepts (e.g., attitudes, personality characteristics, cognitive abilities, perceptual and motor skills, etc.) and design and carry out research to evaluate test properties and refine the measures. Prerequisites: PSY 100, PSY 210, and two additional 200-level PSY courses; or permission of instructor. (Feasel, offered alternate years)

307 History and Systems of Psychology This course examines the history of psychology and its antecedents, both classical and modern. Surveyed in detail are the processes by which the diverse roots of modern psychology fostered the development of principal areas of psychological inquiry, including those that guide much of the research and practice of psychology today. This course places into historical perspective major concepts, philosophical assumptions and theories of psychology. Prerequisites: PSY 100 and two PSY courses other than PSY 210. (Offered occasionally)

309 Topics in Sensory Perception An in-depth exploration of a specific topic in sensory perception, using advanced readings from the primary literature. The topics covered vary from semester to semester but might include study of a particular sensory system (e.g., hearing or touch), study of a particular sensory ability (e.g., color vision), or study of a particular issue in perception (e.g., perceptual development or brain mechanisms of perception). Prerequisites: PSY 100 and PSY 299 or permission of the instructor. (Wolfe, offered occasionally)
310 Research in Perception and Sensory Processes
An introduction to conducting research on the senses (with laboratory). Students explore contemporary issues in sensation and perception through classroom discussion and "hands on" research experience. Working closely with the instructor, students develop, conduct, analyze, and present research projects on specific topics in the field. Prerequisites: PSY 100, PSY 210 and PSY 299. (Wolfe, offered annually)

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

Typical readings: selected journal articles and book chapters

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

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

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

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

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

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

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

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

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

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

370 Topics in Developmental Psychology This course surveys theory and research reflecting contemporary issues in life span development. Theoretical and empirical readings are drawn from several current psychological discourses within developmental science. This course is open to students with a varied distribution of psychology courses. Topics to be covered are announced in advance. Prerequisites: PSY 100 and PSY 203 or PSY 205. (Walters, offered occasionally)

373 Topics in Social Psychology This course surveys the empirical and theoretical literature associated with a significant contemporary issue in social psychology. Topics are announced in advance. Possible topics include persuasion and social influence, processes in social cognition, prejudice and intergroup relations, altruism and prosocial behavior. Prerequisites: PSY 100 and PSY 227 or W M S T 223. (Offered occasionally)

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

450 Independent Study (Staff)

495 Honors (Staff)
PUBLIC POLICY STUDIES

Program Faculty
Craig Rimmerman, Political Science, Coordinator
Eric Barnes, Philosophy
Scott Brophy, Philosophy
Judith-Maria Buechler, Anthropology
David Craig, Chemistry
Iva Deutchman, Political Science
Richard Dillon, Anthropology
Maureen Flynn, History
Jack Harris, Sociology
Clifton Hood, History
Cedric Johnson, Political Science
Steven Lee, Philosophy
Derek Linton, History
Elisabeth Lyon, English
Patrick McGuire, Economics
Susanne McNally, History
Jo Beth Mertens, Economics
Renee Monson, Sociology
Paul Passavant, Political Science
H. Wesley Perkins, Sociology
Linda Robertson, Writing and Rhetoric
Lilian Sherman, Education
James Spates, Sociology
Donald Spector, Physics
Cynthia Sutton, Education
William Waller Jr., Economics

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

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

Some examples of concentrations are:
- Public Policy and Children
- Public Policy and Development
- Public Policy, Family, and Gender
- Public Policy and Health Care
- Public Policy and Law
- Public Policy, Media, and Communications
- Public Policy and Technology

All courses applied towards a public policy major or minor must be completed with a grade of C- or higher.

REQUIREMENTS FOR THE MAJOR (B.A.)
interdisciplinary, 10 courses
One course in each of the three public policy core groups (humanities, social sciences, natural sciences); two courses in public policy research methods, one of which must be quantitative; at least three 200-level or above courses forming a concentration in an area chosen by the student (see examples below); a capstone course that requires writing a policy brief; and a one-course practicum (a course equivalency, independent study, or off-campus program experience; students should register for PPOL 499) that includes an internship, community service, or community action. The capstone course should be completed in the senior year, but it may be completed in the junior year if circumstances require this. Each semester, there are a variety of courses offered in which students may elect to write a policy brief (often in addition to the regular course work) and which thus can count as the student’s capstone course. To complete the practicum, students should make arrangements with a faculty sponsor before beginning the work. A practicum usually requires, in addition to the internship or other outside activity, the keeping of a journal on the activity and the writing of a substantial paper.
REQUIREMENTS FOR THE MINOR
interdisciplinary, 6 courses
Two public policy core courses from two
different divisions; one research methods
course; two courses forming a concentra-
tion in an area chosen by the student (see
examples below); and a capstone course
that requires writing a policy brief.

EXAMPLES OF POLICY BRIEF COURSES
ECON 316 Labor Market Analysis
ECON 317 Economics of Sports
ECON 326 Public Microeconomics
EDUC 460 Baccalaureate Seminar: Moral and
Ethical Issues in Education
PHIL 236 Philosophy of Law
POL 219 Sexual Minority Movements and
Public Policy
POL 364 Social Policy and Community
Activism
POL 328 Environmental Policy
PPOL 385 The Workshop in Public Policy
SOC 275 Social Policy

CORE COURSES
Humanities
MDSC 100 Introduction to Media and Society
PHIL 150 Issues: Justice and Equality
PHIL 151 Issues: Crime and Punishment
PHIL 152 Issues: Philosophy and Feminism
PHIL 154 Issues: Environmental Ethics
PHIL 155 Issues: Morality of War and Nuclear
Weapons
PHIL 156 Issues: Biomedical Ethics

Social Sciences
ANTH 110 Introduction to Cultural Anthropology
ECON 122 Economics of Caring
POL 229 State and Local Government
POL 236 Urban Politics and Public Policy
POL 290 American Foreign Policy
POL 364 Social Policy and Community
Activism
SOC 100 Introduction to Sociology
SOC 258 Social Problems

Natural Sciences
BIOL 151 Organisms and Populations
BIOL 152 Molecules and Cells
CHEM 110 Molecules That Matter
ENV 110 Topics in Environmental Studies
GEO 190 Environmental Geoscience
PHYS 150 Introductory Physics I

RESEARCH METHODS COURSES
Qualitative
ANTH 227 Intercultural Communication
ANTH 273 Ethnographic Research and Methods
ECON 305 Political Economy
PHIL 120 Critical Thinking and Argumentative
Writing
POL 263 Philosophy of Political Science
SOC 211 Research Methods

Quantitative
BIO 212 Biostatistics
ECON 202 Statistics
ECON 304 Econometrics
PSY 210 Statistics and Research Methods
SOC 212 Data Analysis

CONCENTRATION COURSES
Children
ALST 200 Ghettoscapes
ANTH 230 Beyond Monogamy
BIDS 307 Contexts for Children
ECON 248 Poverty and Welfare
ECON 310 Economics and Gender
EDUC 202 Human Growth and Development
EDUC 203 Children With Disabilities
EDUC 332 Disability, Family and Society
EDUC 333 Literacy
EDUC 337 Education and Racial Diversity in the U.S.
EDUC 338 Inclusive Schooling
EDUC 460 Baccalaureate Seminar: Moral and
Ethical Issues in Education
HIST 204 History of American Society
HIST 208 Women in American History
HIST 371 Life-Cycles: The Family in History
PHIL 235 Morality and Self Interest
POL 334 Civil Liberties
POL 375 Feminist Legal Theory
PSY 203 Introduction to Child Psychology and
Human Development
PSY 205 Adolescent Psychology
PSY 364 Cognitive Development in Children
SOC 225 Sociology of the Family
SOC 258 Social Problems
SOC 275 Social Policy
SOC 290 Sociology of Community
SOC 310 Generations
WRRH 302 Op-Ed: Writing Political and Cultural
Commentary

Development
ANTH 280 Environment and Culture: Cultural
Ecology
ANTH 296 African Cultures
ANTH 297 Peoples and Cultures of Latin America
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<td>Third World Experience</td>
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<td>Africa: From Colonialism to Neocolonialism</td>
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COURSE DESCRIPTIONS

385 The Workshop in Public Policy This course has a public policy research emphasis. The specific issue is chosen at the start of each semester and students spend the semester studying the topic, analyzing the policy implication and designing alternative solutions or recommendations for public policy action. The course is designed for public policy majors/minors and it serves to satisfy the program requirements for a capstone course and practicum. See instructor for a list of potential topics. Prerequisites: Public Policy major or minor or permission of instructor. (McGuire, Spring, offered annually)

499 Internship in Public Policy Studies The public policy internship is designed to provide students with an opportunity to connect their classroom study of public policy to the real world of policy making. In doing so, students draw upon the analytical, methodological, and substantive training that they have received in the public policy process (Staff, offered annually)

PUBLIC SERVICE

Program Faculty
Jack Harris, Sociology, Coordinator
Steven Lee, Philosophy
Craig Rimmerman, Political Science
Charles Temple, Education

The liberal arts and education through public service share the goal of developing the basis for effective democratic citizenship. In the public service program, service learning— the integration of community service into an academic course— may be used in the teaching of many different subject areas. The service experience can allow the student to achieve an understanding of human community as well as of our particular society in a way which is more complex and effective than readings and class discussions alone. In addition, the community involvement fostered by the service experience can lead the student to a better understanding of the self.

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

REQUIREMENTS FOR THE MINOR
interdisciplinary, 6 courses
One introductory course, one course from the list of public service humanities electives, one course from the list of public service social sciences electives, two additional public service electives, and a seminar. The minor must include at least two courses in each of two divisions (humanities, social sciences, natural
RELIGIOUS STUDIES

sciences, and fine and performing arts). For the seminar, a senior group independent study is recommended.

RECENT PUBLIC SERVICE COURSES
Introductory Courses
ALST 200 Ghettoscapes
SOC 290 Sociology of Community

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

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

Natural Sciences Electives
BIDS 295 Alcohol Use and Abuse
trations must be in a specific religious tradition); REL 461 Senior Seminar; three additional religious studies courses, at least two of which are outside the student's areas of concentration; and two approved cognate courses from other departments or two other courses in the department. Cognate courses may be chosen from an accepted list or by petition to the adviser.

REQUIREMENTS FOR THE MINOR
disciplinary, 5 courses
One introductory religious studies course, a 200-level course and a 300-level or higher course in one of the religious studies concentrations, REL 461 Senior Seminar, and one additional religious studies course.

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

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

Christian Traditions Courses
REL 228 Religion and Resistance
REL 232 Rethinking Jesus
REL 237 Christianity and Culture
REL 238 Liberating Theology
REL 240 What Is Christianity?
REL 241 Rastaman and Christ
REL 279 Torah and Testament

REL 305 Tongues of Fire: Pentecostalism Worldwide
REL 345 Tradition Transformers: Systematic Theology

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

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

Philosophy of Religions Courses
REL 251 Revelation in Religion and Science
REL 254 The Question of God/Goddess
REL 260 Religion as a Philosophical Act
REL 402 Conflict of Interpretations

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

Religion, Gender and SexualityCourses
REL 236 Gender and Islam
REL 281 Unspoken Worlds
REL 283 Que(e)rying Religious Studies
REL 321 Muslim Women in Literature
REL 382 Toward Inclusive Theology
REL 464 God, Gender and the Unconscious

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

CROSSLISTED COURSE
ASN 101 Intellectual and Religious Foundations of Asian Civilization
COURSE DESCRIPTIONS

100 RELIGIONS IN HISTORY AND AROUND THE WORLD
This course provides an historical and geographic frame for understanding religions of the world—a journey through extensive and explicitly religious phenomena in space and time. Topics include varieties of religious architecture, images and music, focus of the origin and spread of major religions, movements of contemporary religions around the world, “lost” vs. “living” religions, influence of religions on political structures, religious configurations and collisions, religions “gone wrong” and occult or “bogus” religions, gender tensions within religions, and the study of religion in its relation to other academic disciplines. (Gerhart, Salter, Davary, offered annually)

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

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

Typical readings: Wiesel, Night, Gates of the Forest; Olsen, Telma e a Riddle; Hampi, I Could Tell You Stories; Dallas, The Book of Strangers; Neihardt, Black Elk Speaks; Silko, Ceremony; Novak, A scent of the mountain, Flight of the Dove

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

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

108 RELIGION AND ALIENATION IN 20TH-CENTURY CULTURE
What is religion, and how is it part of human experience? What shapes have religious ideas and institutions taken in confrontation with the contemporary world? How has the phenomenon of alienation contributed to the development of religion and religious responses? How have specific groups that have suffered alienation—Jews, Blacks, American Indians, Rastafarians and women—coped with their situations through the appropriation and modification of religious tradition? This course explores these issues as well as religious, social, and existential interpretations of alienation set out by 20th-century thinkers in the West. (Dobowski, offered annually)

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

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

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

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

Typical readings: Zaehner, The Bhagavad Gita; Narayan, The Ramayana; Zimmer, Myths and Symbols in Indian Art and Civilization; Forster, A Passage to India; Eck, Darsan; Roy, Bengali Women
211 Buddhism  Buddhism’s rise and development in India, and its spread into Southeast Asia, Tibet, China, Korea, Viet Nam, and Japan are traced. In each of these regions the indigenous traditions, such as Bon in Tibet, or Confucianism and Taoism in China, or Shinto in Japan, are considered, and the question is asked as to how Buddhism adopted and/or influenced elements of its new surroundings. This interaction of the core of Buddhist ideas and practices and other cultures creates such movements as Zen (Ch’an) and Vajrayana (Tibetan Tantrism). A udiovisual materials include the films Requiem for a Faith and The Smile. (Bloss, offered annually)

Typical readings: Rahula, What the Buddha Taught; Lhalunnga, The Life of Milarepa; Suzuki, Zen Mind, Beginner’s Mind; T’ungpa, Meditation in Action; Kaltenmark, Lao Tzu and Taoism; Confucius, A nalects; Hesse, Siddhartha; Kasulis, Zen Action, Zen Person

217 Gurus, Saints, Priests, and Prophets: Types of Religious Authority  Using information from many A sian cultures, this course compares types of religious leadership. Focusing on founders, prophets, shamans, gurus, mystics, and priests, the course explores how these A sian specialists in the sacred relate to the ultimate and how their authority is viewed by the members of their traditions. Do these leaders mediate or intercede with the sacred, pronounce or interpret, advise or perform rites? What types of religious experiences do they have and what techniques do they use to exhibit their authority? (Bloss, offered alternate years)

Typical readings: Spence, God’s Chinese Son; Herrigel, Zen in the Art of Archery; Fingarette, Confucius, The Secular as Sacred; Hawley, Saints and Virtues; Kendall, Shamans, Housewives

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

Typical readings: Denny, An Introduction to Islam; Ahrberry, The Koran Interpreted; Watt, A Short History of Islam; Esposito, Islam: The Straight Path; Barboza, A merican Jihad: Islam after M alcolm X; Merriam, Fatima, Dreams of T respas

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

Typical readings: Al-e Ahmad, Gender and Islam; Ahmed, The Veil and the Air elite; B t a, Myster of God in Feminist Theological Discourse; Davary, Gender and Islam; Davary, G ender and Social Change; Gharbzadegi, Q ur’an, Liberation, and Pluralism: an Islamic Perspective of Interreligious Solidarity; Shariati, Religion vs. Religion; Tutu, N o Future Without Forgiveness; Ellison, Invisible Man

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

Typical readings: The New Testament; Crossan, Jesus: A Revolutionary Biography; Sanders, The Historical Figure of Jesus; Pelikan, Jesus Through the Centuries; Spencer, D read Jesus; O’gden, The Point of Christology; various films, including The M atrix, The Life of Brian, The Greatest Story Ever T old, Jesus of Montreal, The Last Temptation of Christ, and The Gospel According to St. M atthew

236 Gender and Islam  Westernization has brought sweeping changes and challenges to Islamic cultures and religious practices. A s a result, political developments, social patterns, and codes of dress have undergone metamorphosis as secular ideologies conflict with traditional religious beliefs. The role of women continues to undergo transformation. How will these changes effect Muslim identity in the 21st century? (Davary, offered annually)

Typical readings: Haddad, Esposito, Islam, Gender and Social Change; Merriam, The Vel and the M ale Elit; A Feminist Interpretation of Women’s Rights in Islam; A hmed, W omen and G ender in Islam; Rachlin, Foreigner

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

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

Typical readings: Boff and Boff, Introducing Liberation Theology; Cone, A Black Theology of Liberation; Gutierrez, O n Job: G od-talk and the Suffering of the Innocent; Ruethe, Sexism and G od-talk; Deloria, Jr., G od is Red

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


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

Typical readings: Chevannes, Rastafari: Roots and Ideology; Burdick, Looking for G od in Brazil; M ais, Brother M an; M cC arthy Brown, M ama Lola; a V odou Priestess in Brooklyn; Desmangles, The Faces of the Gods: V odou and Roman Catholicism in H atti; O mos and Paravisi G ebert (ed.), Sacred Possessions: V odou, Santeria, O beah, and the Caribbean

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

Typical readings: Schimmel, T he T ying the Sun, I am the Fire You are the W ind; Ernst, trans., Ruzbihan Baqli: T he Unveiling of Secrets, D iary of a Sufi Master; al-D in Rumi, M athnawi; Barks, Feeling the Shoulder of the Lion; ‘A t tar, T he Conference of the Birds

251 **Revelation in Religion and Science** One of the influential books of the 20th century was A lfred N orth W hithead’s Science and the M odern W orld (1925). In it he expressed his concern for the future when he wrote, “W hen we consider what religion is for humanity, and what science is, it is no exaggeration to say that the future course of history depends upon the decision of this generation as to the relation between them.” This course carries his concern into our postmodern world with its new understandings of science and religion. (Gerhart, offered alternate years)

Typical texts: Gerhart and Russell, N ew Maps for O ld; Lindberg, T he B eginnings of W estern Science

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

Typical readings: Euripides, I on, A lcestis, M edea; H eracles, E lectra, H elen, H ecuba, T he T rojan W omen, Iphigenia at Aulis; M cF auge, M odels of G od; O ’N eill, M ourning Becomes E lectra
256 Tales of Love, Tales of Horror What is a tale? Why might tales of love and terror be significant from a religious perspective? These texts relate to the experience of the holy as a mystery that is both fascinating and fearful. This course explores texts from different centuries on the subjects of “love” and “terror,” and how they treat the experiences of marginality, alienation, and transcendence. (Gerhart, offered alternate years)

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

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

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

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

Typical readings: The Qur’an; The Oxford English Bible; Textual Sources for the Study of Islam; Textual Sources for the Study of Judaism; Textual Sources for the Study of Christianity, T racy, W riting

260 Religion as a Philosophical Act An inquiry into the possibilities of belief and/or skepticism as presented by major philosophical thinkers from the 18th century to the present. Each text is studied for the model of thought it proposes, the kinds of evidence it advances for or against religious claims, and the literary forms it embodies. The sense in which philosophy of religion is a form of work or form of praxis, is the focus of the course. (Gerhart, offered alternate years)

Typical readings: Selections from books such as the following: Buckley, The Origin of M odern Atheism; Doniger, O ther People’s M yths; Nietzsche, The Gay Science; T racy, Pluralism and M bigness; Lloyd, The M an of Reason—‘M ale’ and ‘Female’ in W estern Philosophy

263 Religion and Social Theory Is society G od? Is religion the opiate of the people? W hat does religion do? This course examines a variety of classic (Freud, M arx, W ever, D urkheim, M alinowski) and contemporary (Berger, Luckmann, Douglas, G eertz) theories of religion that emphasize social and cultural aspects of religion, including the origins and functions of symbol, myth and ritual. (Henking, offered alternate years)

Typical readings: Freud, T otem and T aboo; G eertz, T he Interpretation of Culture; W ever, T he Sociology of Religion; T urner, Religion and Social T heory; Erikson, W here Silence Speaks: Feminism, S ocial T heory, and Religion: D urkheim, T he E lemental Forms of the Religious Life

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

Typical readings: James, T he Varieties of Religious E xperience; Jung, Psychology and Religion; Freud, T he Future of an Illusion; Batson, Schoenrode, and V entis, T he R eligious Individual

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

Typical readings: T illlich, T he C ourage to Be; S zasz, T he M yth of Psychotherapy; Fromm,
Psychoanalysis and Religion; Suler, Contemporary Psychoanalysis and Eastern Thought

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

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

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

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

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

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

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

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

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

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

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

Typical readings: Dawidowicz, The Golden Tradition; Buber, Tales of the Hasidim; Singer, The Spinozo of Market Street; Stanislawski, The Middle East Conflict; Curtis, The Palestinians; Gal, Socialist-Zionism; Spiro, Kibbutz; Shipler, A Rabs and Jews
278 Jewish Life and Thought in Modern Times
This course examines Jewish life, thought, and cultural development from 1760 to the present. Among the topics discussed are: the rise of Hasidism and reaction to it; the Enlightenment and modern varieties of Judaism; Zionist thought; and revolution and Jewish emancipation. The course also focuses on major Jewish thinkers and actors who have had a profound impact on shaping, defining, and transforming Jewish thought and praxis. This includes thinkers like the Baal Shem Tov, Martin Buber, A. Braham Joshua Heschel, M.ordecai Kaplan, and Blu Greenberg. (Dobkowski, offered alternate years)

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

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

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

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

Typical readings: Sered, Priestess; M other, Sacred Sister; Falk (ed.), Unspoken Worlds; G rox, Feminism and Religion

283 Que(e)rying Religious Studies
What do religion and sexuality have to do with each other? This course considers a variety of religious traditions with a focus on same-sex eroticism. In the process, students are introduced to the fundamental concerns of the academic study of religion and lesbian/gay/queer studies. Among the topics considered are the place of ritual and performance in religion and sexuality, the construction of religious and sexual ideals, and the role of religious formulations in enforcing compulsory heterosexuality. Prerequisites: Any 100-level religious studies course or permission of instructor. (Henking, offered alternate years)

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

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

Typical readings: Harvey Cox, Fire From Heaven; Martin Riesbrodt, Pious Passion; David M artin, Tongues of Fire: the Explosion of Protestantism in Latin America; R. A ndrew Chesnut, Born Again in Brazil; W alter Hollenweger, The Pentecostals; Diane A ust in-Broos, Jamaica Genesis

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

Typical readings: Burridge, New Heaven, New Earth; Cohn, The Pursuit of the Millennium; A ndrews, A People Called Shakers; Lurie, M ount W oll W oman; Barrett, Rastafarians; A larm, Shi’a Islam; Kehoe, The Ghost Dance

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

Typical readings: Endo, The Samurai; M. Farland, Daruma; Ono, Shinto, The Kami Way; Statler, Japanese Pilgrimage; and readings from such texts as The Man’Yoshu, the Kojiki, and Noh plays.

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

Typical readings: M. Erniss, Dreams of Trespass; Tales of a Harem Girlhood; Daneshvar, Savushun; M. Ashfouz, Idaq A Iley; Khalifa, W i ld T horns; Hillman, A Lonely Woman: Forough Farrokzad and Her Poetry; El-Sa’dawi, Memoirs from the Women’s Prison.

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

Typical readings: the Pauline Epistles; Augustine, On Christian Teaching; Calvin, Institutes; Copleston, A quinas; Sanders, Paul; Steinmetz, Luther in Context.

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

Typical readings: Berger, Sacred Canopy; Swift, Ever After; Glaser, The Sociology of Secularization; T. Lieb, Dynamics of Faith; Miller, Nurturing Doubt.

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

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

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

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

401 Literary and Theological Responses to the Holocaust It is increasingly obvious that the Holocaust is a watershed event, a phenomenon that changes our perceptions of human nature, religion, morality, and the way we view reality. All that came before must be re-examined and all that follows is shaped by it. Yet, precisely because of its dimensions, the meaning of the Holocaust is impenetrable. Language is inadequate to express the inexpressible. But the moral imperative demands an encounter. This
course examines some of the more meaningful “encounters” with the Holocaust found in literature, films, and in theology. It is through the creative and theological mediums that post-Holocaust human beings have attempted most sensitively and seriously to come to terms with the universal implications of the Holocaust.

Typical readings: Schwartz-Bart, Last of the Just; Wiesel, Night, Dawn, The Gates of the Forest; Cohen, In the Days of Simon Stern; Fackenheim, God’s Presence in History, The Jewish Return to History

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

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

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

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

450 Independent Study

461 Senior Seminar: Toward Theory in Religious Studies Religious studies is an endeavor to understand phenomena referred to in the general categories “religion” and “religious.” What does it mean to be religious in U.S. culture? In other cultures? What is religion? What are some major religious questions? What are ways people have responded to these questions? What is theory? How are theory and experience related? In this course students discuss diverse theoretical perspectives on religion, differentiate among kinds of theories, evaluate them, and apply them to particular examples. The course offers a context for recognizing the contribution of prior work in religious studies and provides a capstone for the major.

Typical readings: Schwartz-Bart, Last of the Just; Wiesel, Night, Dawn, The Gates of the Forest; Cohen, In the Days of Simon Stern; Fackenheim, God’s Presence in History, The Jewish Return to History

464 God, Gender, and the Unconscious The unconscious and God have both been depicted as inaccessible to ordinary conscious reflection. Likewise, depth psychologists like Freud have depicted women as mysterious objects of desire or, like Jung, as representative of the depths which call men toward wholeness. What is the relation of the enigmas of God, woman, and the unconscious? This course examines depth psychology with particular reference to connections between religion and gender. In doing so, students read the work of Freud and Jung, consider the positions of selected followers who have discussed religion and/or gender, and examine the perspectives of various feminists who have used and/or critiqued Freud and Jung.

Typical readings: Freud, The Future of an Illusion; Jung, Apects of the Feminine; Wehr, Jung and Feminism; Van Herik, Freud on Femininity and Faith

495 Honors
RUSSIAN AREA STUDIES

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

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

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

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

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

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

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

REQUIREMENTS FOR THE MINOR, AREA STUDIES

interdisciplinary, 5 courses

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

CROSS-LISTED COURSES

Humanities Electives

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

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<th>Course Code</th>
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<tr>
<td>BIDS 120</td>
<td>Russia and the Environment</td>
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<tr>
<td>ECON 146</td>
<td>The Russian Economy</td>
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<tr>
<td>HIST 260</td>
<td>19th-Century Russian Modernity through Literature</td>
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<td>HIST 261</td>
<td>20th-Century Eurasia</td>
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<td>HIST 394</td>
<td>Russia and Central Asia</td>
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<td>HIST 396</td>
<td>History and the Fate of Socialism</td>
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<tr>
<td>POL 257</td>
<td>Russia and China Unraveled</td>
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Contextual Courses

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

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

101, 102 Introductory Russian I and II

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

105 Beginning Russian in Review

This course offers qualified students the opportunity to complete the elementary sequence of language acquisition in one semester rather than two. Students learn the fundamentals of the Russian language (speaking, listening, writing, and reading). Instruction and practice rely heavily on technological tools such as CD-Roms, computerized drilling exercises, and interactive World Wide Web activities. Weekly laboratory is mandatory.

201, 202 Intermediate Russian I and II

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

301, 302 Russian Language, Literature and Culture I and II

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

330, 331 Russian Language, Literature and Culture I and II

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

450 Independent Study

495 Honors

COURSES TAUGHT IN ENGLISH (RUSE)

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

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

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

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

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

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

Typical readings: Pushkin, Little Tragedies; Lermontov, A Hero of Our Time; Gogol, The Overcoat and other stories; Turgenev, Fathers and Sons; Dostoevsky, Notes from Undergound

351 Survey of 20th-Century Russian Literature (In translation) In the 20th century, Russia's "other voices" continued to express the souls and spirit of individual men and women, but now under the profound impact of historical events from revolution and world wars through glasnost and perestroika. Witnessing and experiencing great suffering, these heroic writers could neither remain silent under censorship nor write the socialist-realist propaganda dictated by the Soviet government. Open to students of all levels. (Offered alternate years)

Typical readings: Akhmatova, Requiem and other poetry; Bulgakov; Solzhenitsyn
THE SACRED IN CROSS-CULTURAL PERSPECTIVE

Program Faculty
Mary Gerhart, Religious Studies, Coordinator
Lowell Bloss, Religious Studies
Judith-Maria Buechler, Anthropology
Bahar Davary, Religious Studies
Richard Dillon, Anthropology
Michael Dobkowski, Religious Studies
Susan Henking, Religious Studies
Ilene Nicholas, Anthropology
H. Wesley Perkins, Sociology
Richard Salter, Religious Studies

This program provides an opportunity to study expressions and representations of the sacred across several eras from the prehistoric to the modern, and in several cultures. Topics include the following: religious artifacts and sites; behaviors, relationships and roles associated with the sacred; sacred thought-worlds of peoples in their own terms; religious expressions; and religious and ritual systems in socio-cultural context and as they change through innovation, revitalization, resistance, and myriad other processes.

The focus is on the sacred in different cultures from a religious studies and an anthropological perspective. One objective is to show that the sacred is necessarily constituted socially and culturally, on the one hand, and that the meanings of any particular expressions of the sacred are not necessarily exhausted by social-cultural analysis, on the other.

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

REQUIREMENTS FOR THE MINOR
interdisciplinary, 6 courses
One course in religious studies and one course in anthropology at each of three levels: 100, 200, and 300 to 400 level from the following lists.

CROSSLISTED COURSES

Religious Studies Courses
REL Any 100-level course
REL 210 Hinduism
REL 211 Buddhism
REL 217 Gurus, Saints, Priests and Prophets
REL 219 Introduction to Islamic Tradition
REL 232 Rethinking Jesus
REL 236 Gender and Islam
REL 237 Lived Christianity
REL 238 Liberating Theologies
REL 241 Rastaman and Christ
REL 254 The Question of God/Goddess
REL 258 The Qu’ran and the Bible
REL 263 Religion and Social Theory
REL 272 The Sociology of the American Jew
REL 273 Foundations of Jewish Thought
REL 281 Unspoken Worlds
REL 283 Que(e)rying Religious Studies
REL 305 Tongues of Fire: Pentecostalism Worldwide
REL 312 New Heavens, New Earths
REL 315 Japanese Religions
REL 336 Islam and the West
REL 402 Conflict of Interpretations
REL 410 Sacred Space

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

Sociology Courses
SOC 243 Religion, State, and Society in Modern Britain
SOC 244 Religion in American Society
SOC 370 Theories of Religion: Religion, Power, and Social Transformation
SELF-INSTRUCTIONAL LANGUAGE PROGRAM (SILP)

Program Faculty
Thelma Pinto, Director

The Self-Instructional Language Program (SILP) offers courses in less commonly taught languages. Students work independently using the language lab facilities at the Colleges and team up with a native speaker for biweekly tutorials. The program makes extensive use of audio-visual material, and interactive multimedia computer stations.

Every program is monitored by the SILP director and evaluated by outside examiners who are instructors of the specific language at a neighboring college or university. Languages available include advanced Italian, Arabic, Brazilian, Portuguese, Hindi and Vietnamese. Other languages may be offered on request.

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

COURSE DESCRIPTIONS
111 Beginning Arabic I  Permission needed from instructor. (Pinto, Fall 2004)
131 Beginning Hindi I Permission needed from instructor. (Pinto, Fall 2004)
145 Brazilian Portuguese Permission needed from instructor. (Pinto, Fall 2004)
301 Advanced Italian I  Permission needed from instructor. (Pinto, Fall 2004)
161 Beginning Vietnamese I Permission needed from instructor. (Pinto, Spring 2005)

SOCIOLOGY
The program and course descriptions for Sociology can be found in the section for the Department of Anthropology and Sociology (p. 87)

SPANISH AND HISPANIC STUDIES
Marisa DeSantis, M.A., Instructor
Alejandra Molina, Ph.D., Assistant Professor
Juan Liébana, Ph.D., Associate Professor
Edgar Paiewonsky Conde, Ph.D., Associate Professor

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

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

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

Spanish and Hispanic studies courses are organized into four sequential levels: fundamental skills, advanced skills, introduction to culture and literature, and advanced culture and literature. Courses at the 100 level focus on fundamental language skills and must be taken in sequence. Courses at the 200 level develop advanced language skills. Courses numbered 300 through 339 are an introduction to Hispanic culture and literature, and courses numbered 340 and above offer an advanced exploration of Hispanic culture and literature.

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

**Requirements for the Major (B.A.) disciplinary, 10 courses**
Ten Spanish and Hispanic studies courses at the 203 level or above, including three courses from the Introduction to Culture and Literature group, three from the Advanced Culture and Literature group, and two more which may be either from the Advanced Culture and Literature group or courses taught in English with Hispanic content (SPNE).

**Requirements for the Minor disciplinary, 6 courses**
Six Spanish and Hispanic studies courses at the 203 level or above, at least three of which must be from level III (Introduction to Culture and Literature) or level IV (Advanced Culture and Literature). Only one of the level IV courses can be from courses taught in English with Hispanic content (SPNE).

**Course Levels**

- **Level I: Fundamental Language Skills**
  - SPAN 101 Beginning Spanish I
  - SPAN 102 Beginning Spanish II
  - SPAN 121 Intermediate Spanish I
  - SPAN 122 Intermediate Spanish II

- **Level II: Advanced Language Skills**
  - SPAN 203 Conversation and Composition
  - SPAN 204 Spanish for Heritage Speakers
  - SPAN 221 Spanish in Film and Song
  - SPAN 225 Spanish for Contemporary Issues
  - SPAN 231 Translation I
  - SPAN 260 Issues in Spanish Grammar

- **Level III: Introduction to Culture and Literature**
  - SPAN 316 Voces de Mujeres
  - SPAN 317 Arte y Revolución
  - SPAN 321 Cuentos de América Latina
  - SPAN 336 Spain: The Making of a Nation

- **Level IV: Advanced Culture and Literature**
  - SPAN 346 Latin American Women’s Writings
  - SPAN 361 The Sounds of Spanish: Phonetics and Dialects
  - SPAN 362 Generations of 1898 and 1927
  - SPAN 372 Contemporary Spanish Novel
Courses Taught in English with Hispanic Content
SPNE 201 ¿Spanglish? Issues in Bilingualism
SPNE 330 Latina Writing in the United States
SPNE 345 The Paradoxes of Fiction
SPNE 355 García Márquez: The Major Works

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

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

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

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

203 Advanced Spanish: Conversation and Composition This course is designed for students who have completed the intermediate Spanish sequence, or students who have taken at least three or four years of Spanish in high school. The course focuses on mastering the different stages of oral and written communication. Students refine their skills toward improved proficiency in speaking and writing, with emphasis on current practices and everyday situations. Prerequisite: SPAN 122 or the equivalent. (Offered each semester)

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

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

225 Spanish for Contemporary Issues This course focuses on contemporary issues of relevance to Spain, Latin America, and Latino communities in the United States. The Internet, plus current video and audio materials, supplement the textbook and provide opportunities for discussion and writing on non literary topics, though literary texts may be used on occasion to illustrate a theme or topic. Advanced grammar topics are reviewed as needed. Prerequisite: SPAN 203 or above, or the equivalent. (Offered annually)

260 Issues in Spanish Grammar This course is designed to develop an advanced level of proficiency in Spanish with an emphasis on
The course addresses the needs of students who are comfortable speaking, reading, and writing Spanish but who still need to refine their linguistic skills by concentrating on the more advanced grammatical structures. This course can be taken at any point after completion of SPAN 203 or the equivalent. Students majoring in Spanish are required to take this course or the language equivalent. (Offered annually)

316 **Voices of Women** Designed to introduce students to Hispanic women's discourse, this course is an introduction to the critical analysis of texts written by women from Spain and Latin America. Class discussions confront issues of race, class, gender, sexuality and nation; the relationship between gender and writing, and the dialogue of the analyzed texts undertaken within their historical and cultural context. Prerequisites: Two courses from level II and above, or the equivalent. (Molina, offered annually)

Typical readings: Santiago, C uando era puertorriquena; Gertrudis Gómez de Avellaneda, El sur; Lafuente, Nadia; A legria, No me agarran viva; works by Poniatowska, Storni, Garro, and others

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

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

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

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

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

Typical readings: Ugarit, España y su civilización; Utrillo, Guía irracional de España; films by Buñuel, Berlanga, Saura and Almodóvar; paintings by el Greco, Dalí, and Picasso

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

Typical readings: Allende, Eva Luna; Valenzuela, Cambio de armas; Esquivel, Como agua para chocolate; Menchu, M el lamo Rigoberta Menchú and other testimonials

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

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

(Liébana, offered every three years)

Typical readings: Un namuno, N iebla; M achado, Campos de Cañilla; Baroja, El A rbol de la Ciencia; V alle Inclán, Luces de bohemia; García Lorca, Bodas de sangre; Guíllén, Cántico (poetry); selected poetry by A. leixandre

372 Contemporary Spanish Novel A study of the novel after the Spanish Civil War, the course focuses on some of the major novelists writing during the Franco regime (1939-1975), and the new generation of authors of the post-Franco period. Such topics as the trauma of the Civil War, censorship and creative freedom, the New Wave novelists, and female voices in Spanish fiction are addressed. Novels based on contemporary Spanish novels are part of the course. Prerequisites: Two of SPAN 341, SPAN 342, SPAN 343, or the equivalent. (Offered alternate years)

Typical readings: Cela, San Camilo, 1936; Delibes, Los santos inocentes; Sánchez Feriosio, El Jarman; Mendoza, El misterio de la cripta embrujada; Montoro, T erraré como una reina; Muñoz Molina, El invierno en Lisboa

410 Spanish Golden Age: Renaissance and Baroque This course offers careful analysis of the major literary works of Spain’s century of conflictive splendor, 1550-1650. It focuses on certain epochal features that have become foundational to modernity, as the relation of crisis and criticality, self-fashioning and orthodoxy, perspectivism and ethnocentrism. The literature is studied in the wider context of Renaissance history, philosophy and art, with attention given to the preceding Italian and contemporary Elizabethan counterparts. Prerequisites: Two courses of level III or IV, or the equivalent. (Paiewonsky-Conde, offered every three years)

Typical readings: El Lazarillo de Tormes, novels and dramas by Cervantes; Qu ve do, El buscón; theatre by Lope, Tirso and Calderón; epigrams by Gracián; poetry of Garcilaso, Santa Teresa de A vila, San Juan de la Cruz, Góngora and Qu ve do; key paintings by el Greco, Murillo and Velázquez; essays and films on the period and the works

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

Typical readings: Bombal, La amorta ja da; Rulfo, Pedro P áramo; Carpentier, El acoso; Márquez, La hojarasa; Fuentes, L muerte de A rtemio Cruz; Vargas Llosa, Los cachorros

450 Independent Study

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

Typical readings: Don Quijote and required critical writings

495 Honors

COURSES TAUGHT IN ENGLISH (SPNE)

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

330 Latina Writing in the United States This course examines works by women writers of Hispanic descent in the United States. It explores the dynamics of gender, race, and sexuality as it affects the writers’ identities as Latinas. The works analyzed are placed in critical dialogue with the changing U.S. cultural and political attitudes towards an ever-growing Latino population. Prerequisite: Open to all; recommended for sophomores and above. (Mo lina, offered alternate years)

Typical readings: García, Dreaming in Cuban; Cisneros, Woman Hollering Creek; A naldua, Borderlands/La Frontera; M ohr, El Bronx Remembered; Santiago, When I Was Puerto Rican
345 The Paradoxes of Fiction: Latin American Contemporary Narrative  This course examines some of the most representative works by the generation of Latin American literary giants known as the "Boom." This is a fiction that lays bare the paradoxes at the very core of fiction: exposing the double-sidedness of boundaries, turning life inside out and death outside in, dismantling the construction of subjectivity, and constantly assaulting and reconstructing the reader's own identity. And yet for all this, the reader is always caught in the very dense web of socio-historical conditions (and at times gruesome political reality) of Latin America. It is, therefore, a literature responsive to the whole of human experience. Prerequisite: Open to all; recommended for sophomores and above. (Paiewonsky-Conde, offered alternate years)

   Typical readings: Borges, Ficciones; Bombal, The Shrouded Woman; Rulfo, Pedro Páramo; Carpentier, M ahunt; Cortazar, Stories; Fuentes, Aura; García Márquez, O n Love and Other Demons; Traba, Mothers and Daughters

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

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

THEATRE

Robert F. Gross, English, Coordinator

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

The theatre program offers an interdisciplinary minor.

REQUIREMENTS FOR THE MINOR

interdisciplinary, 5 courses

EN G 178 Acting I; EN G 278, Introduction to Dramatic Interpretation; one course from the dramatic literature group; and two courses from the art of theatrical production group.

CROSSLISTED COURSES

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

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

Program Faculty
Patrick McGuire, Economics, Coordinator
James Spates, Sociology, Coordinator
Ted Aub, Art
Judith Maria Buechler, Anthropology
A lan Frishman, Economics
Christopher Gunn, Economics
C lifton Hood, History
Derek Linton, History
Stan Mathews, Art
Scott McKInney, Economics
Ilene Nicholas, Anthropology

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

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

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

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

URBAN STUDIES

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

CROSSTLISTED COURSES
Introductory Courses
BIDS 229 Two Cities: New York and Toronto

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

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

Electives
ALST 200 Ghettopscapes
ANTH 297 Peoples and Cultures of Latin America
ANTH 298 Modern Japan
ANTH 326 Patterns and Processes in Ancient Mesopotamia and Urbanism
ARCH 302 Design II: The Wider Environment
ARCH 311 History of Modern Architecture
ARCH 312 Theories of Modern Architecture and Urbanism
ART 101 Ancient to Medieval Art
ART 102 Renaissance to Modern Art
ART 116 World Architecture
ART 232 Rococo Art and Architecture
ART 235 Art and Architecture of Baroque Rome
ART 340 American Architecture to 1900
ASN 102 Istanbul
BIDS 265 Architecture, Morality, and Society
CLAS 202 Athens in the Age of Pericles
CLAS 251 The Romans: Republic to Empire
ECON 344 Economic Development
ECON 248 Poverty and Welfare
ENG 258 19th-Century English Novel
HIST 246 American Environmental History
HIST 256 Technology and Society in Europe
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<td>HIST 310</td>
<td>Rise of Industrial America</td>
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<td>HIST 311</td>
<td>20th-Century America: 1917-1941</td>
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<td>HIST 352</td>
<td>Who Wants to be a Millionaire?</td>
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<td>HIST 469</td>
<td>Global Cities</td>
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<td>POL 229</td>
<td>State and Local Government</td>
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<td>Social Stratification</td>
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<td>SOC 290</td>
<td>Sociology of Community</td>
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**WOMEN'S STUDIES**

**Program Faculty**
- Betty Bayer, Women's Studies, Coordinator
- Biman Basu, English
- Lara Blanchard, Art
- Judith-Maria Buechler, Anthropology
- Rocco Capraro, History
- Elena Ciletti, Art
- Melanie Conroy-Goldman, English
- Anna Creadick, English
- Bahar Davary, Religious Studies
- Donna Davenport, Dance
- Jodi Dean, Political Science
- Debra DeMees, Psychology
- Iva Deutchman, Political Science
- Richard Dillon, Political Science
- Laurence J. Erussard, English
- Maureen Flynn, History
- Mary Gerhart, Religious Studies
- Jack Harris, Sociology
- Susan Henking, Religious Studies
- Leah R. Himmelhoch, Classics
- Jo Anna Isaak, Art
- Marilyn Jiménez, Africana Studies
- Cedric Johnson, Political Science
- George Joseph, French and Francophone Studies
- Elisabeth Lyon, English
- Susanne McNally, History
- Dia Mohan, Sociology
- Alejandra Molina, Spanish and Hispanic Studies
- Renee Monson, Sociology
- Paul Passavant, Political Science
- Eric Patterson, English and American Studies
- Lee Quinby, English and American Studies
- Craig Rimmerman, Political Science
- Mary Salibrici, Writing and Rhetoric
- Richard Salter, Religious Studies
- Nicholas Sammond, Media and Society
- John Shovlin, History
- Rosalind Simson, Philosophy
- Deborah Tall, English and Comparative Literature
- Lisa Tetrault, History
- Michael Tinkler, Art
WOMEN’S STUDIES

Andy Walters, Psychology
Margaret Weitekamp, Women’s Studies
Cadence Whittier, Dance
Jinghao Zhou, Asian Languages and Cultures

Women’s studies has been taught at the Colleges since 1969 and the program was, in fact, one of the first such programs in the country. The goals of the program are to educate women and men about women’s participation in history, literature, society and thought, and about the serious implications for social and cultural life of the neglect of women’s contributions. In pursuing these goals, we seek to enrich ourselves and others by asking questions about past history and present practices in order to work for the betterment of the future.

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

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

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

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

ELECTIVES

Humanities
ALST 240 Third World Women’s Texts
AMST 201 American Attitudes Toward Nature/Methodologies of American Studies
ART 210 Woman as Image and Image-Maker
ART 211 Feminism in the Arts
ART 212 Women Make Movies
ART 229 Women and Art in the Middle Ages
ART 256 Art of Russian Revolution
ART 306 Telling Tales: Narrative in Asian Art
ART 403 Gender and Painting in China
ART 467 Seminar: Artemesia and Gentileschi
ASN 212 Women in Contemporary Chinese Culture
ASN 220 Male and Female in East Asian Societies
ASN 342 Chinese Cinema: Gender, Politics and Social Change in Contemporary China
BIDS 365 Dramatic Worlds of South Asia
CLAS 230 Gender in Antiquity
DAN 212 Dance History II
DAN 214 Dance History III 1960s to Present
DAN 900-level courses require prior dance department approval to count as WMST credits
ENG 264 Post-World War II American Poetry
ENG 281 Literature of Sexual Minorities
ENG 304 Feminist Literary Theory
ENG 318 Body, Memory, and Representation
ENG 342 Readings in Multi-Ethnic Women’s Literature
ENG 354 Forms of Memoir
ENG 381 Sexuality and American Literature
FRE 251 Eros and Thanatos
FRE 380 Advanced Francophone Topics: Images de Femmes
FRE 389 Women in the French Renaissance
FRNE 311 Feudal Women in France, Vietnam and Japan
HIST 208 Women in American History
HIST 234 Medieval Europe
HIST 241 The Politics of Gender and the Family in Europe, 1700-1850
HIST 279 Body Politics: Women and Health in America
HIST 317 Women’s Rights Movements in the U.S.
HIST 367 Women and the State: Russia
HIST 371 Life-Cycles: The Family in History
HIST 375 Western Civilization and Its Discontents
MDSC 203 History of Television
MUS 206 Opera As Drama
PHIL 152 Issues: Philosophy and Feminism
PHIL 250 Feminism: Ethics and Knowledge
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<td>The Question of God/Goddess</td>
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<td>REL 256</td>
<td>Tales of Love and Horror</td>
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<td>REL 257</td>
<td>What's Love Got to Do With It?</td>
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<td>REL 281</td>
<td>Unspoken Worlds</td>
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<td>REL 283</td>
<td>Queer(e)y Religious Studies</td>
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<td>REL 464</td>
<td>God, Gender and the Unconscious</td>
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<td>RUSE 351</td>
<td>Other Voices in 20th-Century Russian Literature: Women Writers</td>
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<td>Latin American Women's Narratives</td>
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<td>He Says, She Says: Language and Gender</td>
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<td>An Anatomy of American Class: Realities, Myths, Rhetorics</td>
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<td>Discourse of Rape</td>
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<td>Hidden Writing: Journals, Diaries, and Notebooks as Creative Discourse</td>
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**COURSE DESCRIPTIONS**

100 Introduction to Women's Studies

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

203 Space, Race, and Gender: Space Exploration in History and Fiction

Why did NASA hire Nichelle Nichols, Star Trek's Lt. Uhura, to recruit astronauts in 1978? Historically, fictional visions of space flight have shaped actual space exploration. This course explores how gender and race depictions in space science fiction influenced the history of female and minority astronauts, and vice versa. The course investigates how gender and race politics shaped U.S. space history, by examining space visions from Jules Verne to Star Trek and Star Wars. How do they encode social and political issues about gender and race? Engaging these topics provides new vision of space exploration and American culture. (Weitekamp, Spring)

215 Between Feminism and Psychoanalysis

Sigmund Freud has been reviled by many feminists for his notions of penis envy and his puzzled query “What do women want?” And yet, Freud and such subsequent psychoanalytic theorists as Horney, Klein, Winnicott, and Lacan also have been sources of significant analyses of female subordination, sexuality, and desire. This course examines relations between psychoanalysis and feminism by focusing on ways in which psychoanalytic theory has understood gender, as well as the ways in which feminists have critiqued and/or appropriated such depictions of female experience. (Henking, offered occasionally)

Typical readings: Freud, Sexuality and the Psychology of Love; Freud, Dora; Hooks, Feminist Theory, From Margin to Center; Ollivier, Jocasta's Children; Sayers, Mothers of Psychoanalysis; Trask, Eros and Power

223 Social Psychology

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

Typical readings: Myers, Social Psychology; Halberstadt and Ellyson, Social Psychology; Readings: A Century of Research; Festinger, Riecken and Schachter, When Prophecy Fails; Wilkinson, Feminist Social Psychologies; Bourke, A., The Burning of Bridget Cleary

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

Typical readings: Chodorow, Femininities, Masculinities, Sexualities; Riger, Transforming Psychology: Gender in Theory and Practice; Hurtado, The Color of Privilege

300 Feminist Theory This seminar surveys several strands of feminist theorizing and their histories. By critically engaging the underlying assumptions and stakes of a range of theories, students become more aware of their own assumptions and stakes, and sharpen their abilities to productively apply feminist analyses in their own work. Prerequisite: WMST 100 or permission of instructor. (Fall)

301 Feminist Oral History Feminist oral history considers how women communicate and conceptualize their life stories, putting into practice a feminist commitment to recording women’s life stories. This seminar operates as a workshop, investigating the theory underlying feminist oral history while putting the methodology to work through a class interviewing project. Through critical reading and practical experience, students research oral history questions and conduct interviews that are recorded using audio and video equipment. Furthermore, they develop the critical tools and analytical judgment needed to analyze the role of gender in oral history interviewing and prepare interviews to be deposited in an archive. (Weitekamp, Fall)

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

Typical readings: Wetherell, Taylor, and Yates, Discourse Theory and Practice; Potter and Wetherell, Discourse and Social Psychology; Wilkinson and Kitzinger, Feminism and Discourse: Psychological Perspectives (Gender and Psychology)
Self in American Culture  Twentieth century U.S. life is distinguished by an increasing tendency to see everyday life in psychological terms. How and when did it become so chic to see and conceive of ourselves as essentially psychological? What happens when these forms of self recede and newer ones, such as the consumer self, the narcissistic self, or the saturated self begin to signify the psychology of a decade and who we are as humans? This course draws on a feminist approach to examine the place of social psychology in the cultural history of American individualism and notions of the self. This course also can count toward the major in psychology. (Bayer)

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

Topics in Social Psychology  This course is designed to focus on a topic of current interest in the field. Topics are announced in advance, and are addressed through feminist social psychology frameworks. Possible topics include cyberpsychology (Gordo-Lopez and Parker; Turkle); Cold War America and Cold War social psychology; the social psychology of the Women's Movement through classic texts; history of social psychology. This course also can count toward the major in psychology. Prerequisite: Permission of the instructor. (Bayer)

Senior Seminar  Women's studies seniors produce a culminating project as they apply feminist theories and research methods, integrating their experiences as women's studies majors. Prerequisites: W M S T 100 and W M S T 300. (Spring, offered annually)

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

WRITING AND RHETORIC

WRITING AND RHETORIC

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

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

The writing and rhetoric program serves the students of Hobart and William Smith and the curriculum of the Colleges by offering rigorous courses at all levels that integrate the study of writing and the study of rhetoric. It does so in the following ways:

First, the courses support students who enter the institution knowing that they need and want to strengthen their ability to express themselves effectively in written discourse.

Second, the courses help students meet the challenges of the community curriculum, which puts effective written discourse at its center. Writing is both a way to learn course content and a result of learning: the mark of a liberally educated person. Writing across the curriculum, therefore, is a central component of these offerings through the Writing Colleagues Program (a program for preparing student mentors to help with the teaching of writing and reading); through our work in first-year seminars and bidisciplinary courses; and through the support of faculty members' use of writing in their courses.

Third, the courses provide students who understand that written discourse will
be fundamental to their post-college lives the opportunity to pursue concentrated studies in writing and rhetoric through the individual majors program.

Every course offered by the writing and rhetoric program is open to any student interested in refining her or his prose and who wants, at the same time, to pursue a particular topic in communication.

CROSSTLISTED COURSES

MDSC 100  Introduction to Media and Society
MDSC 223  War, Words and War Imagery
MDSC 300  Making the News
MDSC 321  Grand Illusions: Press and Political Spectacle

COURSE DESCRIPTIONS

100  Writer’s Seminar  This course is for students who wish to improve their ability to express their own ideas, positions, and interpretations. It emphasizes developing the writer’s “voice” because much of what one is asked to write in college requires the writer to express his or her own ideas in a convincing, credible manner. The course considers what it means to be a writer—what habits of mind and work lead to an effective essay—and stresses focus, cohesion, and organization. Course times and themes vary with instructor. (Repeatable) (Offered each semester)

200  Grammar and Style  Understanding grammar is important for writers because grammatical choices affect style; stylistic choices have grammatical implications. Yet grammar is often given last place in writing classes or made a mere matter of mechanics—correcting a comma splice, changing a relative pronoun. This course is designed for all writers and would be writers who want to understand the rhetorical power of grammar. It is designed for anyone who wants to understand what stylistic choices writers have available. It is not, therefore, a course in grammar or a course in style, but a course on the relationship between them. Students improve their grammar through working on style; they improve their style by working on grammar, sentence diagramming, weekly grammatical excursions, required weekly quizzes, and a final project. (Repeatable) (Offered annually)

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

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

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

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

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

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

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


### 251 Black Talk, White Talk

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


### 252 An Anatomy of American Class: Realities, Myths, Rhetorics

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


### 300 Writers World of Discourse: Issues and Practice of American Journalism

This course introduces print journalism. It focuses on the basics of reporting and feature writing (business, sports, local government, and the law). Participants should expect to produce several pages of accurate, detailed, and well-written copy a week and be prepared for extensive and numerous revisions. Students also work on typography and layout. AS the major project for the semester, students in teams write, edit, design, and typeset a newspaper. Tere is a fee for this course. *(Repeatable) (Forbes, offered alternate years)*


### 301 Writers World of Discourse: The Discourses of Rape in Contemporary Culture

An examination of the many ways our culture talks about rape, from political rape to date rape; the changing definitions of rape; rape as metaphor; and the social, political, and ethical implications of such discourses. How does the news media cover rape? How does the entertainment industry portray rape? Issues of power and powerlessness, victims and victimization, and privacy and the public good emerge. *(Forbes, offered alternate years)*


### 302 Secrecy and Security: Rhetoric, Theory, Practice

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

### 304 Hidden Writing: Journals, Diaries, and Notebooks as Creative Discourse

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


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

Typical readings: Batholomae and Petrosky eds., Ways of Reading: An Anthology for Writers; Vaca and Vaca, Content A Fre Reading: Straub and Lunsford, eds., 12 Readers Reading: Responding to College Student Writing.

306 Science Colleagues Seminar This intensive course is designed for students who would like to work in the science version of the Writing Colleagues Program or those interested in or who need courses in scientific discourse. Students investigate the distinguishing linguistic characteristics of a variety of scientific genres, from the lab report and professional academic journal article to academic conference presentations and the general science article; write multiple drafts of each genre investigated; engage in weekly workshops on those drafts; and read and discuss several science writers. In addition, students hone and solidify their grammatical skills. Prerequisites: Submission of a portfolio; faculty recommendation; interview; and course work in at least one lab science. (Forbes)


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

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

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


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

Typical readings: Gould, M. C. Phee, A. Ngier, Hubbell, Heath, Sacks, Thomas; a subscription to the New York Times is required.

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


360 Writing Colleagues Field Placement

420 The Writer's Guild The goal of the course is to write a collection of essays. This capstone workshop for Writing and Rhetoric majors or serious writers meets once a week in extended session during which students read and critique each other's work. Students should be prepared to write an essay a week, with extensive revisions, read professional examples on the theme for the semester, which varies from year to year, submit an essay for publication, and give a public reading as the final examination. Prerequisite: permission of the instructor based on a writing sample. (Repeatable) (Forbes, Salibrici, offered alternate years)

450 Independent Study

495 Honors

WRITING COLLEAGUES PROGRAM

Cheryl Forbes, Writing and Rhetoric, Director

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

REQUIREMENTS FOR THE MINOR

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

CORE COURSES
MDSC 321 Grand Illusions: Press and Political Spectacle
WRRH 200 Grammar and Style
WRRH 220 Breadwinners and Losers: The Rhetoric of Work
WRRH 221 He Says, She Says: Language and Gender
WRRH 224 Writing and the Culture of Reading
WRRH 250 Talk and Text: Introduction to Discourse Analysis
WRRH 252 An Anatomy of Class
WRRH 251 Black Talk/White Talk
WRRH 300 Writers World of Discourse: Journalism
WRRH 301 Discourse of Rape
WRRH 302 Op-Ed: Writing Political and Cultural Commentary
WRRH 304 Hidden Writing
WRRH 305 Writing Colleagues Seminar
WRRH 306 Science Colleagues Seminar
WRRH 312 Power and Persuasion: Readings in Rhetoric, Ancient to Modern
WRRH 322 Adolescent Literature
WRRH 325 Writing in the Professional Workplace
WRRH 351 Writing in the Natural and Social Sciences
WRRH 420 Writers Guild

ELECTIVES

Humanities
AMST 101 American I, Eye, Aye
ART 211 Feminism in the Arts
ART 212 Women Make Movies
EDUC 202 Human Growth and Development
EDUC 321 Language, Experience and Schooling
EDUC 333 Literacy
EDUC 334 Science and Cognition
EDUC 343 Special Populations in Texts
ENG 310 Creative Non-Fiction Workshop
ENG 354 Forms of Memoir
PHIL 120 Critical Thinking and Argumentative Writing
PHIL 190 Facts and Values
PHIL 260 Mind and Language
PHIL 380 Experience and Consciousness
REL 103 Journeys and Stories
REL 258 The Qu’ran and the Bible
REL 402 Conflict of Interpretations

SOCIAL AND NATURAL SCIENCES
ANTH 227 Intercultural Communication
ANTH 370 Life Histories
POL 270 African-American Political Thought
POL 375 Feminist Legal Theory
PSY 203 Introduction to Child Psychology and Human Development
PSY 205 Adolescent Psychology
PSY 357 Self in American Culture
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