

2015-16 Hamilton College Catalogue

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Courses of Instruction

For each course, the numbering indicates its general level and the term in which it is offered. Courses numbered in the 100s, and some in the 200s, are introductory in material and/or approach. Generally courses numbered in the 200s and 300s are intermediate and advanced in approach. Courses numbered in the 400s and 500s are most advanced.

Although courses are normally limited to 40 students, some courses have lower enrollment limits due to space constraints (e.g., in laboratories or studios) or to specific pedagogical needs (e.g., special projects, small-group discussions, additional writing assignments). For example, writing-intensive courses are normally limited to 20 students, and seminars are normally limited to 12. Enrollment limits mean that a student might not always be able to take a course that he or she wishes to take.

To satisfy pedagogical needs, departments may set priorities to govern entrance into courses limited in enrollment."

The term in which the course will be offered is indicated by the letter immediately following the course number: F for fall semester, and S for spring semester.

F,S designates a course offered in both fall and spring semesters. Su designates a course comprising a summer field trip.

Courses with bracketed numbers will not be offered during 2015-16. In most cases, the description indicates the next date the course will be offered.

A single three-digit number preceding a course description indicates that the course may be elected for a single term. Most offerings are of this type. Two three-digit numbers separated by a hyphen indicate that normally the course will be elected for two terms. For such courses, a student may not enter the second term without having taken the first, unless otherwise indicated.

A course designated as open to a certain class (e.g., "Open to sophomores") is also open to all higher classes. A course with no statement concerning class eligibility is open to all students.

Unless otherwise stated, all courses meet for three 50-minute or two 75-minute class periods each week.

In the list of faculty members for each department, the letters (F,S) following a name indicate terms of leave or off-campus teaching. The following letters denote faculty members who are teaching in the following programs: ACC (Associated Colleges in China); AYS (Academic Year in Spain); DC (Term in Washington); JYF (Junior Year in France); MFE (Mellon Faculty Exchange); NYC (New York City Program).

Africana Studies

Faculty

Donald M. Carter
Shelley P. Haley (Classics)
Heather Merrill, *Chair*
Angel David Nieves (on leave)
Nigel Westmaas

A concentration in Africana Studies consists of at least 9 courses: 101; 201; two courses selected from among: 220, 221, 224, 306, 382, or 405; 549; 550; and three electives. We encourage students to take at least one course focused on women or gender.

The senior program (549, 550) is a two-semester program culminating in a written thesis based on original research. The fall term course involves learning methodology and building a thesis proposal presented to the department faculty at the end of the term. Students with an average of at least 3.4 in the concentration may receive honors through distinguished work in 550.

A minor in Africana Studies consists of 101, 201, one course selected from 220, 221, 224, 382, or 405; and two electives. Concentrators and minors to fulfill their core and elective requirements may use the following courses. Certain elective courses from other disciplines not listed may be substituted with permission of the chair. Please consult the appropriate departments and programs for full descriptions of courses, requirements and prerequisites.

101F Introduction to Africana Studies.

Examines the nature, methods and development of black/Africana studies. A comparative and interdisciplinary introduction to the study of African and diaspora cultures and history. Emphasis will be on an exploration of some of the key texts and issues. Section 02 - Writing-Intensive. Limit of 20. Westmaas and Department.

[Fall 2007 01](#) (Westmaas N)

103F Principles of Geoscience: Geology and Human Events in North Africa and the Middle East.

An interdisciplinary study exploring the influence of environment, water resources, climate change and bedrock geology of North Africa and the Middle East on prehistory, history, international relations and prospects for the future. Special emphasis on developing GIS skills. (Quantitative and Symbolic Reasoning.) (Oral Presentations.) (Proseminar.) Three two-hour class sessions per week. Required field trip to the Adirondack region. Not open to students who have taken any other course in Principles of Geoscience. (Same as Geosciences 103.) Maximum enrollment, 15. Tewksbury.

[Fall 2009 01](#) (Tewksbury B)

[Fall 2012 01](#) (Tewksbury B)

105S Blackness in American Popular Culture.

This course explores representations of blackness in American popular culture. Readings and films serve as a point of departure for questioning what constitutes popular culture and considering its function in our society. Using an interdisciplinary lens that takes into account social, political, cultural, and historical realities we interrogate how representations of blackness circulate and assess how they impact individuals and the larger society. The course is organized thematically, covering popular culture in a variety of contexts from print media to visual arts. (Writing-intensive.) Maximum enrollment, 20. C Thompson.

120F,S Introduction to Afro-Latina/o History and Cultures.

Examines Afro-Latino culture and history, developing a broad historical overview while focusing on the continuing demographic changes of the present generation in and across the Americas. A focus on important historical and cultural links between African Americans and Latinos of African descent. Exposure to a variety of historical, literary and artistic sources, and the perspectives of important scholars and theorists, permits a critical introduction to the works and ideas that have formed the core of the growing field in Afro-Latino/a studies. (Writing-intensive.) Maximum enrollment, 20. .

140S Understanding Caribbean Carnival.

Introduces the Carnival tradition in the Caribbean, examining the rise of Carnival from its slavery and post-emancipation roots; the political and historical dynamic associated with Carnival customs; the complex cultural expressions forged by Carnival's unique mix of folklore and religion including vodun, dance and dress styles, satire and musical forms like reggae and calypso; the interrelations between the economic and cultural products created by Caribbean peoples, and the spread, content and impact of modern Carnival to large North American cities. Westmaas.

160F History of Jazz.

A study of jazz from its origins (its African heritage, blues and ragtime) to 1950. A survey of jazz styles, including New Orleans and Chicago styles, boogie-woogie, swing, bebop and cool jazz. Not open to seniors. (Same as Music 160.) Woods.

[170] The Mestizo Metropolis: Racialization and the American Global City.

Focuses on the strategic roles that emerging Latino/a and African communities play in urban centers like Los Angeles, New York, Chicago, Miami and San Antonio. Explores how both groups establish and maintain distinctive social and cultural identities in the American metropolis. Film, literature, art, architecture and the media will examine the varying forms of cultural expression and representation of both groups. (Writing-intensive.) Maximum enrollment, 20.

190S Stand: New Voices of Protest.

This course explores the contributions of a new generation of black leadership including students, women and community organizers during the civil rights and Black power movements. We will consider the contributions of well-known figures like Huey Newton and Malcolm X and lesser known figures like Septima Clark, the director of the freedom schools. (Writing-intensive.) Open to first-year students only. Maximum enrollment, 20. Carter.

201S Diversity Reconsidered.

An examination of the emergence of Africana Studies as a transdisciplinary field of social and cultural critique and politics. Explores the work of foundational (e.g., W.E.B Dubois and Anna Julia Cooper) and contemporary figures. Topics include but are not limited to the history of Africana thought, race and global racial formation, resistance and politics, intersectionality, gender and sexuality, representation, white privilege, belonging, Blackness, and diaspora. (Writing-intensive.) Prerequisite, 101 or permission of the instructor. Maximum enrollment, 20. The department.

[202] African Americans and Cinema.

Exploration of the history of cinema produced by African Americans and the representation of African Americans in cinema. Topics include early cinema, D.W. Griffith's *Birth of a Nation*; Oscar Micheaux and the "race films" of the 1920s-1940s; early jazz films; Richard Wright's *Native Son* as novel and film; Hollywood "problem pictures" of the 1940s-1950s; radical 1960s-1970s experiments by William Greaves, Melvin Van Peebles, and the "LA Rebellion"; *Daughters of the Dust*; Spike Lee, and Marlon Riggs. Course hosts visits by accomplished filmmakers and scholars. (Same as Literature and Creative Writing 202 and Art History 202.)

[203] African-American History to 1877.

Traces African-American history from the slave trade through the end of Reconstruction. Course material will include secondary and primary sources, including slave narratives, court documents, photography, music, and advertisements. The course will consider broad themes, including agency and resistance, the relationship of race to categories of gender, class, and sexuality, and the meaning of freedom. (Same as History 203.)

204S African-American History from 1877 to the Present.

Examines the history of African Americans in the post-emancipation United States, looking closely at black communities during periods of industrialization, migration, war, and globalization. Lectures and discussion will draw on primary sources, including films, novels, poetry, radio and television, and speeches. Conversations will focus on the diversity of experiences and identities that have comprised the African-American experience in the United States. (Same as History 204.) Day Moore.

208S Black Masculinity in the US.

This is an interdisciplinary course that explores the constructions of Black masculinity in the U.S. from the 1960s through the present. We will examine historical and current definitions of Black manhood that challenge and reinforce our understanding of what it means to be both Black and male. Thompson.

209F Insurgent Places.

Highlighting place and self-making through case studies that focus on hidden and open sites of subversion and opposition, we examine slave ships, maroon communities, pan-africanist movements, anti-colonial and black power struggles, community politics, lunch counter sit-ins, occupation of public spaces, youth social centers and religious sites. Explores the making of Black spaces, anti-blackness and Blackness as spatially lived creative subterfuge, evasion, fugitivity and insurgency. Geographical span is global, especially the U.S., Europe, Caribbean, Latin America. Merrill.

215F Global Race and Sport.

The course is designed to examine race and diversity issues in the world of sports from the early 20th century to the present. Topics will examine and provide critical inquiry on the impact of race and racism in major world sports and the Olympic movement, including football(soccer), tennis, boxing, cricket, baseball, American football and athletics. The course is inter-sectional in scope and interrogates issues of masculinity, gender, the structures of power, as well as new forms of global capitalism in sports, and individuals that have personified their areas of sporting achievement. Westmaas.

216F Caribbean Literature in the Crucible.

A critical overview of Caribbean literatures in the light of the complex legacies that have given rise to a body of creative work that seems to constantly fashion and refashion itself. Such literary recasting helps to communicate an intricate history of genocides, survival, exile, resistance, endurance, and outward migrations. Particular attention to writers such as Roger Mias, Martin Carter, George Lamming, Derek Walcott, Patricia Powell, Earl Lovelace, Paule Marshall and Michelle Cliff. (post-1900). Prerequisite, One course in literature. (History or Identity and Difference) (Same as Literature and Creative Writing 216.) Odamtten.

218S Politics of Africa.

Comparative examination of the domestic politics of sub-Saharan Africa. Central focus on explaining the recent rise of both multi-party democracy and state collapse across the continent. Examination of the colonial legacy, the nature of the African state,

ethnic conflict, class divisions, the role of the military and the problems of economic underdevelopment. Prerequisite, 112, 114 or Africana Studies 101. (Same as Government 218.) Olaninmoye.

[Fall 2005 01](#) (Orvis S)

[219] South African Women: Contemporary and Historical Issues, 1913-Present.

Examines historical and contemporary issues affecting South African women in the pre and post-Apartheid eras. There is an urgent need for critical reexamination of the nature of citizenship and gender in South Africa as mediated by structures of power: the state, the nation, the family. The legacy of political transformation shaped by the social movements women developed during the anti-apartheid struggle will be explored through various forms of cultural production: literature, art and film.

[220F] Imagining Africa.

The idea of Africa historically has served as a metaphor for exoticism, sexuality or savagery in western discourse. In the contemporary world, it has been imagined as the site of seemingly insoluble problems such as the collapse of the state, genocide and famine. The course explores popular notions of Africa and its relationship to a global African Diaspora.

221F Africa in Diaspora.

Examines the experience of African people in the Americas, Europe and Africa from the 13th century to 1968. Themes include slavery and resistance, the return to Africa, freedom after emancipation, the struggle for democracy and a place in civil society, the struggle against empire and imperialism, migration and immigration, race and color ideology, revolution and rebellion, and the struggle for civil liberty. Explores the historical meaning of being black in the Atlantic world and how African people have shaped and been shaped by the historical developments of the past seven centuries. H Merrill.

222F Race, Gender and Culture.

A critical philosophical examination of the normative categories of race, gender and culture. Topics include the origin, character and function of racial, gender and social identities. Analysis will focus on questions concerning the malleability of these identities, as well as questions concerning their psychological and social significance. (Writing-intensive.) Prerequisite, One course in philosophy, Africana studies or women's studies. (Same as Philosophy 222 and Women's Studies 222.) Maximum enrollment, 20. Franklin.

[223] Black Female Voices: Writing Women of Color in the African Diaspora.

Explores the different ways black women have struggled for equality, constructed their own identity and understood their own place in American history. Emphasizes critical thinking about African American women's history and focuses on the many forms with which we tell the stories of women's lives. (Same as American Studies 223.)

[224S] Gender, Space and Identity in the African Diaspora.

This course examines how racialized and gendered identities are made in relation to space. How does gender intersect with race, class and other power relations embedded in the places we live? How do women and men come to occupy different places in the world – literally and figuratively – or occupy the same places in different ways? Case studies focus on identity making in relation to the body, in diverse contexts such as homes, public and national spaces, across the African Diaspora. (Writing-intensive.) (Same as Women's Studies 224.) Maximum enrollment, 20.

229S African American Women's Fiction.

In this course, we will explore the literary contributions of 20th century African American women fiction writers. More specifically, we will examine the shared and distinctive ways in which Black women writers represent the politics of Black womanhood in their writings. In addition to analyzing representations of Black female identity within the works of Zora Neale Hurston, Ann Petry, Toni Cade Bambara, Alice Walker, Gloria Naylor, J. California Cooper, and others, we will trace specific themes such as: race, gender, class, power, and privilege. Courtney Thompson.

[230] Black Internationalism: The Making of Black Political Culture.

An examination of the development of a vibrant black political culture that was transnational in scope and predicated on the shared experiences of people of African descent. Drawing upon the networks of communication created by the spread of ideas, news and rumor during the slave revolts in the Caribbean at the end of the 18th century, as well as writings that included novels, political tracts, speeches, newspapers and magazines in the 19th and 20th centuries. (Writing-intensive.) Prerequisite, 101 or one course in government, history or sociology. Maximum enrollment, 20.

[Fall 2007 01](#) (Westmaas N)

232S Toni Morrison.

This introductory course explores the literary writings of Toni Morrison as well and some of the literary criticism that surrounds her work. In particular, we will examine Morrison's treatment of the Black community in her novels, critical essays, interviews, and speeches. (Writing-intensive.) Maximum enrollment, 20. Thompson.

233F Geographies of Race and Gender.

Examines how "natural" differences of gender and race are created through discourses, images and everyday practices in particular spatial contexts. Using historical and fictional texts, ethnographies, theoretical discussions and films the course explores the production of racial and gender differences in European development and imperialist expansion. Focuses on three historical periods in the production of racialized and gendered geographies: plantation/slave societies in the Americas, African Colonialism, contemporary globalization and ethnic diversity in Europe. (Same as Women's Studies 233.) Merrill.

238S African-American Theatre from Ira Aldridge to August Wilson.

Study, discussion and oral performance of selected works of drama by African-Americans from the 1860s to the present. Focuses on themes within the plays in relation to the current social climate and how they affect the play's evolution in the context of changing U.S. cultural and political attitudes. (Oral Presentations.) Prerequisite, 110 or 120. Open to sophomores and juniors only. (Same as Theatre 238.) Cryer.

242S The Black Self: Identity and Consciousness.

A philosophical exploration of a variety of historical and contemporary works that illuminate and influence the phenomenological experience of being black. (Writing-intensive.) Prerequisite, One course in philosophy or Africana studies, or consent of instructor. (Same as Philosophy 242.) Maximum enrollment, 20. Franklin.

259F Studies in Jazz.

A study of the life, times and music of selected jazz musicians from 1950 to the present. Emphasis on the range of jazz styles from that era including funky, fusion and free jazz. Prerequisite, 160 or consent of instructor. (Same as Music 259.) Woods.

[262S] African-American Popular Music.

A study of the music of selected popular African-American artists, including rhythm-and-blues artists, black gospel soloists and performers of soul music and rap music. Focus on the social issues, musical modes of expression and cultural importance of the artists. Prerequisite, one full-credit course in music. (Same as Music 262.)

[278S] South Africa, 1652-1994.

Survey from the first Dutch settlement on the Cape in 1652 through the first multiracial democratic election in 1994. Issues will be explored through the experiences of indigenous peoples, such as the Khoisan, Zulu and Xhosa, migrant laborers from Asia, the "coloured" community, Afrikaners and British settlers. (Same as History 278.)

[303S] Black Popular Culture.

Examines black popular culture of the African diaspora through an exploration of a series of representations, cultural practices and folk traditions. Participants will interrogate the "black experience" and its legacy in aspects of consumer culture, film, music (jazz, hip hop, blues), television, social class and gender. Considers the methodological and theoretical implications of these approaches for both anthropological inquiry and Africana studies. (Writing-intensive.) Maximum enrollment, 20.

[304] Seminar in e-Black Studies: Race and Cyberculture.

The term "eBlack studies" describes the ongoing application of current digital information technology toward the production, dissemination and collection of historical knowledge critical to the discipline of black studies and to the overall black experience. Explores the future of scholarship, teaching and community work through the use of eBlack studies and explores digital culture as it critically interrogates, interprets, defines and documents the experiences of people of African descent. Applications like Google, Facebook, MySpace and Second Life will be examined. Maximum enrollment, 12.

306S Seminar: Black Europe.

Europe is a contested site of identity, citizenship and belonging where post-colonial African and other populations are increasingly visible. This crisis constitutes a critical moment in European history. Focusing on the lives of people of African descent the course examines such issues as colonial legacies, what it means to be part of this new Black diaspora, political subjectivities, citizenship and belonging, gender, anti-blackness, border conflicts, and the international refugee crisis. (Proseminar.) (Same as Anthropology 306.) Maximum enrollment, 12. Merrill or Carter.

[307S] Pan-African Perspectives in the 21st Century.

A focus on Pan-Africanism as a philosophy, social movement and cultural phenomenon, specifically focusing on the impact of the movement and the thrust for dignity by African peoples globally. Within Pan-Africanism itself the course will seek to redefine critical aspects of Pan-Africanism in light of interventions by African feminists to end the silences relating to patriarchy and gender oppression. (Writing-intensive.) Maximum enrollment, 20.

[308F] Reclaiming an Ancient African Past.

Examines the ancient evidence for the Afrocentric claim of the African genesis of Western civilization. Explores the modern political context of and debate around the backlash of eurocentric scholars against these claims as well as the epistemological framing of the sociology of knowledge. (Writing-intensive.) (Same as Classics 308.) Maximum enrollment, 20.

[310F] Black Women's Experience in the United States.

Examination of the experiences of black women in the United States from 1800-2006. Emphasis on the intellectual history of black women. Topics include the legacy of slavery, the role and influence of religion and the black church, the history of black women's education, the development of black feminism, the roles of and attitudes toward black lesbian and bisexual women, the role and impact of black women in popular culture and music. (Writing-intensive.) (Oral Presentations.) Prerequisite, 101 or consent of instructor. (Same as Women's Studies 310.) Maximum enrollment, 20.

313F Ghanaian Literature: From Colony to Post-Colony.

Through a close examination of selected works by West African writers such as Kobina Sekyi, Casley-Hayford, Mabel Dove, Ayi Kwei Armah, Efuia Sutherland, Ama Ata Aidoo, Kofi Awoonor, Atukwei Okai, Yaw Asare, Akosua Busia, Kofi Anyidoho and Amma Darko, students will examine how the Slave Castles, the Sankofa Bird and Ananse the Spider have shaped the manner in which Ghanaian writers portray their society (post-1900). (Writing-intensive.) Prerequisite, one 200-level course in literature (204, 205, 206 or 264 preferred). (History or Identity and Difference) (Same as Literature and Creative Writing 313.) Maximum

enrollment, 20. Odamtten.

[321] Haiti and the Caribbean.

An introduction to Haiti's history since the 1791 slave revolt and the creation of the Haitian state. Examines the historical, political, geo-political relationships that Haiti held with Europe and its Caribbean and North American neighbors; Haiti's antislavery impact on the Americas and the Caribbean; the consequences of the U.S. occupation of Haiti; Haiti's political and economic tragedy in the 20th century from the reign of the Duvaliers to the consequences of the tragic earthquake of 2010. Prerequisite, 221.

[328S] Globalization and African Diaspora in Europe.

Europe is a contested site of identity, citizenship and belonging where postcolonial populations have become increasingly visible. Focusing on the lives people of African descent and the border between Europe and Africa, explores globalization in contemporary Europe while examining such issues as economic and political restructuring, border politics, colonial legacies, national and 'hybrid' identity, transnationalism, the meaning of 'home', humanitarianism and refugees, European immigration policies and detention spaces, and the politics of fear. (Proseminar.) (Same as Anthropology 328.) Maximum enrollment, 16.

[330] Digital History and New Media: Theories and Praxis.

Focuses on the process of creating digital history and the impact of digital media technologies on the theory and practice of U.S. history and critical race theory, broadly defined. Readings, labs/workshops and discussions address the philosophy and practice of digital history, questioning how digital tools and resources are enabling and transforming analysis both in traditional print scholarship, and in emerging digital scholarship across the humanities. (Same as American Studies 330.) Maximum enrollment, 12.

340S Race and American Democracy.

Survey of the role of race and equality in American democracy. Special emphasis on understanding how notions of racial equality have advanced and declined throughout American history and the role of race in current American politics. (Writing-intensive.) Prerequisite, one 200-level course in American politics. (Same as Government 340.) Maximum enrollment, 20. Klinkner.

[358] Post-Conflict Truth, Reconciliation and Social Justice: South Africa and Rwanda.

Explores moments of political and social violence in contemporary eastern and southern Africa, and efforts to promote peace-building and social justice in the aftermath of violent conflicts including creating institutions that will foster lasting peace, stability and reconciliation. In the context of South Africa and Rwanda, explores a variety of international and national mechanisms for pursuing peace-building and justice, including apologies, truth and reconciliation commissions, war crimes tribunals, reparations and reconstruction. Maximum enrollment, 12.

[372] Unraveling Cleopatra.

Cleopatra was a witness to and a shaper of the history of ancient Egypt and the late Roman Republic. To posterity the historical Cleopatra is an enigma, but her image in film, literature, art and popular culture is ever present. Through authors such as Horace, Plutarch, Shakespeare and George Bernard Shaw and through cinematic treatments from the 1940s-1970s, explores how the historical figure of Cleopatra became both the signifier and embodiment of sexual and racial politics across historical periods. (Writing-intensive.) Prerequisite, one course in classical studies or Africana studies. (Same as Classics 372 and Women's Studies 372.) Maximum enrollment, 20.

[374] Ancient Egypt.

A study of the history of ancient Egypt and of its interaction with other ancient African kingdoms, including Nubia, Kush and Punt. Examination of Egypt's prehistory, language, social and gender relations, and cultural development. (Writing-intensive.) Prerequisite, 240 or Africana Studies 101. (Same as Classics 374.) Maximum enrollment, 20.

[381] Freedom.

This course offers a broad, interdisciplinary exploration of the concept of freedom in the U.S.. Ultimately, it is designed to provide students with an appreciation for the ways in which our understanding of freedom---what it represents and what it requires---continues to evolve. (Writing-intensive.) Prerequisite, 220, 221 or consent of instructor. Maximum enrollment, 20.

382S Global African Social Movements.

A broad, interdisciplinary introduction to global social and political movements in Africa and the Americas throughout a 200-year period from the revolutions at the end of the 18th century to the modern political and social movements. Addresses theories of social movements, their racial and cultural formation, the variations in type and consequence of movements, and the contexts in which they arose. Examples of movements to be studied are the anti-slavery movement, the Pan-Africanist movement, the women's movement and the rise of modern NGOs. (Writing-intensive.) Prerequisite, 101, 220, 221 or consent of instructor. Maximum enrollment, 20. Westmaas.

405F Seminar: Black Feminist Thought.

Interdisciplinary examination of the tradition of black feminist thought as it spans African and African-American heritages. Exploration of how black women are not simply victims of oppression but visionary agents of change. Areas examined include history, literature, music, art, education, sociology and film. Prerequisite, one course in women's studies or consent of instructor. (Same as Women's Studies 405.) Maximum enrollment, 12. Haley.

[435F] Seminar in Urban Worlds.

An important part of the black experience in the Americas has been shaped by and unfolded in complex black urban worlds. As a symbol of an imagined black experience the notion of the ghetto often serves as a flashpoint in popular culture, policy debates and

social memory. Explores the idea of the isolated inner city community or ghetto in history as well as the great creativity, challenges and triumphs of black urban life. Prerequisite, 220, 221 or 381. Maximum enrollment, 12.

495S Topic: TBA.

A course designed to examine race and diversity issues in the sporting world from the early 20th century to the present day. Topics will examine the impact of race and racism in major world sports and the Olympic movement - inclusive of soccer, tennis, boxing, cricket, baseball, and athletics. Open to juniors and seniors only. Concentrators and minors given priority. Maximum enrollment, 12.

549F Senior Seminar in Africana Studies.

The research process as it relates to fulfillment of the senior project, including the formulation of a research project, methodological approaches, frames of research, research design, collection of data, and analysis. Culminates in presentation of a thesis/project proposal. Maximum enrollment, 12. The department.

550S Senior Program.

An interdisciplinary project to be approved by the committee. Limited to senior concentrators. The Department.

American Studies

Program Committee

Angel David Nieves, *Director* (Africana Studies)

Lydia Hamessley (Music)

Anne E. Lacsamana (Women's Studies)

Steven Yao (F,S) (English)

Yvonne Zylan (Sociology)

The concentration in American studies consists of 10 courses: two offered by the program itself and eight selected among the range of U.S.-focused courses offered by other departments and programs at Hamilton College.

The American Studies Program offers students an opportunity to study American culture from a variety of perspectives and through the methodologies of different intellectual disciplines. Specialized studies in all fields of learning dealing with the United States are included in the program, and the impact of these studies is reflected in the work of the American studies introductory course (101) and the Senior Seminar (420).

Students work closely with faculty members in developing a plan of study that brings at least two disciplinary perspectives to bear on major issues in American culture. Required courses include 101, usually taken in the spring of the first year; 420, taken in the spring of the junior or senior year; two courses in American literature; and two courses in American history, chosen in consultation with the program director. Of the remaining four elective courses, at least two must be at the 300-level or higher. The departments and programs in Africana Studies, Anthropology, Art History, Cinema and New Media Studies, Communication, Economics, English and Creative Writing, Environmental Studies, Government, Hispanic Studies, History, Music, Philosophy, Religious Studies, Sociology, Theatre and Women's Studies all offer courses on issues pertinent to American Studies.

A minor in American Studies consists of five courses: 201; one course in U.S. literature or U.S. history; and three electives, one of which must be at or above the 300-level.

The only 100-level courses that may count toward the concentration in American studies are those offered by the program itself. Only one 100-level course may be counted toward the concentration or the minor.

Concentrators with a grade point average in the program of 3.5 or higher at the end of their junior year may, on approval, pursue an honors project in their senior year (550) under the direct supervision of a faculty member. To earn honors in American studies, students must maintain a grade point average of 3.5 or above in their coursework and earn a grade of A- or higher in 550.

101S Introduction to American Studies.

An interdisciplinary introduction to culture and society in the United States, from the colonial era through the 21st century, as revealed in literary, cinematic and historical texts. (Writing-intensive.) Not open to seniors. Maximum enrollment, 20. Nieves.

[125] Introduction to History and Theory of New Media.

What makes new media “new”? How do new media compare with, transform or incorporate earlier media? Examines the production, circulation, and reception of visual and sonic media, with emphasis on how consumers and artists shape the uses and values of media. Covers key issues raised by new media through close study of critical essays and creative texts. Examples of old and new media include the phonograph, radio, film, turntable, social networks, fantasy sports and gaming, podcast, MP3, AutoTune, hypertext literature and digital poetry. Open to first-year students and sophomores only. (Same as Cinema and Media Studies 125.) Maximum enrollment, 20.

[Spring 2012 01](#) (Porco A)

129F Native American Spiritualities.

In order to develop a broad understanding of the religious lives of Native Americans, we explore diverse practices and worldviews. We begin with an examination of how Native American worldviews are unique and differ from modern-Western worldviews. With this grounding, we delve into explorations of the multifaceted history of Native American traditions including the Ghost Dance, the Sun Dance, religious freedom issues pertaining to the use of peyote, struggles over sacred places, and complex native engagements with Christianity. (Writing-intensive.) (Oral Presentations.) Open to first year students only. (Same as Religious Studies 129.) Maximum enrollment, 20. Seth Schermerhorn.

[202] Introduction to Asian-American Studies.

An introduction to Asian-American studies, an interdisciplinary field of inquiry that deals with the history, experiences and cultural production of Americans of Chinese, Japanese, Korean, South Asian, Filipino and Southeast Asian ancestry. Topics addressed include the history of Asian immigration to the United States; popular and self-representation of Asians in various

cultural media; questions of race and ethnicity; and the category of gender as it is inflected along racial and class lines. Counts toward the concentrations in American studies or Asian studies. Not open to seniors. Maximum enrollment, 16.

[205] Video Game Nation.

Investigates how to critically interpret and analyze video games and the roles they play in visual and popular culture, and how to test the application of these approaches to various issues in gaming and digital media culture more generally. Topics and themes include genre and aesthetics, the game industry, spectatorship, play, narrative, immersion, gender, race, militarism, violence and labor. (Writing-intensive.) (Same as Cinema and Media Studies 205.) Maximum enrollment, 20.

215F Religion in Film.

Study of the religious in film. Focus on the relationship between myth-making in film and post-modern culture. (Same as Religious Studies 215.) Humphries-Brooks.

[223] Black Female Voices: Writing Women of Color in the African Diaspora.

Explores the different ways black women have struggled for equality, constructed their own identity and understood their own place in American history. Emphasizes critical thinking about African American women's history and focuses on the many forms with which we tell the stories of women's lives. (Same as Africana Studies 223.)

239S Native Rituals and Religious Freedom.

Is American religious freedom a reality, an unfinished project, or merely a myth? This course explores how Native Americans have struggled for religious freedom in the United States, focusing on contemporary legal battles to protect sacred lands, repatriate ancestral remains and objects, and defend the ceremonial consumption of peyote. (Writing-intensive.) (Same as Religious Studies 239 and Government 239.) Maximum enrollment, 20. Seth Schermerhorn.

245S Music in American Film.

An examination of music in American film from silent films to the present with an emphasis on the golden age of Hollywood. Topics include the development of musical conventions in film, different approaches of film composers (Steiner, Tiomkin, Rózsa, Herrmann, Newman, Bernstein, Williams), and the meanings that music brings to the films' narratives. Includes films such as *Casablanca*, *Citizen Kane*, *To Kill a Mockingbird*, *Of Mice and Men*, *A Streetcar Named Desire*, *West Side Story*, *Bonnie and Clyde*, *American Graffiti*, *O Brother, Where Art Thou?*, *The Hours* Special attention to films of Hitchcock. Prerequisite, two courses, in any combination, in music, film, or literature. Three hours per week for film viewings in addition to class time. (Same as Music 245.) Hamessley.

283F Introduction to Asian American Literature.

Examination of themes, forms, and history of literary production by people of Asian descent in the United States. We will survey translated and English-language works by Asian American writers of varying ethnic affiliations, including Chinese, Japanese, Filipino, Korean, Indian, and others. We'll explore how each writer negotiates a relationship with a particular cultural heritage, as well as confronts the racial, cultural, and political formations of the U.S.. Authors include Maxine Hong Kingston, Carlos Bulosan, John Okada, the Angel Island poets, and others. Prerequisite, One course in literature. (post-1900) (Theory or Identity and Difference) (Same as Literature and Creative Writing 283.) Yao.

310F Media and Politics.

How do rapid changes in the process of news-making alter the political process? Does democracy require accurate news reporting? Is objectivity possible? What is the role of the press (print, broadcast, digital, and social media) in the twenty-first century? How do historical precedents help us to understand the impact of digital media on the political process? What theories do communication scholars offer to clarify the interplay of media and politics? (Oral Presentations.) Prerequisite, one course in communication, government or sociology. (Same as Communication 310.) Phelan.

[325S] Media Theory and Visual Culture.

We are bombarded with images, in myriad forms, on a daily basis. How do we interpret and analyze them? What is the relationship between an online advertisement for a movie and the movie itself, between a television program and a video game? An overview of contemporary media theory as it relates to visual culture in the 21st century. Readings will include seminal works in psychoanalytic theory, cultural studies, semiotics, postmodern theory, new media studies and visual studies. (Same as Cinema and Media Studies 325.) Maximum enrollment, 12.

[327S] Religion in the United States: Pluralism, Change, Tradition.

A look at the history of the religious life of the United States within Hamilton College's geographic region. From the Onondaga traditions through 19th-century Utopian communities, to present day religious practices of immigrants from Italy, Bosnia, Thailand and elsewhere, this course relies on several site visits to the buildings and lands that various communities have considered sacred. This course has a service learning component (Project SHINE). (Same as Religious Studies 327.) Maximum enrollment, 12.

[330] Digital History and New Media: Theories and Praxis.

Focuses on the process of creating digital history and the impact of digital media technologies on the theory and practice of U.S. history and critical race theory, broadly defined. Readings, labs/workshops and discussions address the philosophy and practice of digital history, questioning how digital tools and resources are enabling and transforming analysis both in traditional print scholarship, and in emerging digital scholarship across the humanities. (Same as Africana Studies 330.) Maximum enrollment, 12.

342F Seminar: Written on the Wall: 20th-Century American Prison Writing.

The writing of the men and women inside the American prison system constitutes a kind of shadow canon to that of better-known

literary artists. We will read broadly in 20th-century American prison writing, asking questions about the generic coherence, social and moral import, and historicity of prisoners' non-fiction, fiction and poetry. Authors will include Eldridge Cleaver, George Jackson, Assata Shakur, and Japanese and Chinese internees. Students will visit a writing class taught inside Attica Correctional Facility (post-1900). Prerequisite, one 200-level course in literature. (History or Identity and Difference) Open to juniors and seniors only. Does not fulfill the senior seminar requirement for the English concentration. (Same as Literature and Creative Writing 342.) Maximum enrollment, 12. Larson.

[350] Gender and Cyberculture.

Explores critical approaches to media through the intersection of gender and the technological imaginary. Investigates how the production, use and circulation of digital media affect notions of representation, identity, the body and consciousness. Close visual and textual analysis of the ways writers, artists and theorists have conceived these issues. (Same as Cinema and Media Studies 350.) Maximum enrollment, 20.

[380S] Ut Pictura Poesis: Contemporary Graphic Narrative.

An exploration of form and innovation in the rapidly evolving medium of graphic narrative. Includes a study of comics' development through the 20th century and the myriad experiments in reportage and autobiography, as well as in long-form fiction, that increasingly characterize comics' endeavor. Readings in contemporary American literature and critical theory consider comics' shifting social and cultural status, as well as the particular purchase this hybrid representational form has on experience and cognition. Prerequisite, one 200-level course in literature, American studies, art, art history or history. (Genre or Theme) Open to sophomores, juniors, and seniors. (Same as Literature and Creative Writing 380.)

[Spring 2012 01](#) (Kodat C)

420S Seminar in American Studies: American Folk Revivals.

Study of the folk revivals that marked 20th-century U.S. cultural life. Topics include African and Native-American origins, 19th-century minstrels, Stephen Foster, the Appalachian ballad collections of Cecil Sharp, the legacy of the Lomax and Seeger families, bluegrass and hillbilly music, Woody Guthrie and union songs, the freedom songs of the Civil Rights Movement, the Washington Square scene in Greenwich Village, Bob Dylan and Joan Baez. Grounded in the study of music and its circulation, examines the impact of these revivals on dance, film, literature and politics. Prerequisite, two courses in English, history or music (in any combination), or consent of instructor. (Same as Music 420.) Maximum enrollment, 12. Hamessley.

[Spring 2010 01](#) (Hamessley L, Kodat C)

421S Raging Gods: Scorsese and Coppola's Religious Films.

The religious in the films of Martin Scorsese and Francis Ford Coppola. As American New Wave auteurs they contribute to the emergence of a new sacramental style in American film. We pay attention to the film traditions that inform their development, e.g. Italian neo-realism, horror, film noir and French New Wave. A look at the influence of their Roman-Catholic, Italian-American religious culture. Prerequisite, two courses in religious studies and/or cinema & new media studies or consent of instructor. (Same as Religious Studies 421.) Maximum enrollment, 12. Humphries-Brooks.

550F,S Honors Thesis.

Independent study required for honors candidates, culminating in a thesis. Registration only by express approval of the program director. The Program.

Anthropology

Faculty

Chaise LaDousa (F)
Nathan B. Goodale
George T. Jones
Bonnie Urciuoli, *Chair*
Chris Vasantkumar

The department offers two tracks within the concentration of anthropology: cultural anthropology and archaeology. A student must choose one of these two tracks.

CULTURAL ANTHROPOLOGY

A track in cultural anthropology consists of a minimum of 10 courses: 106 or 108; 113, 114 or 115; 126, 127, or 201; 358; 440; and five other courses. Prospective concentrators are encouraged to take 358 as early as possible because it must be completed by the end of the junior year. All concentrators, especially those planning graduate studies, are advised to take a course in statistics. Concentrators must fulfill their Senior Project requirement through satisfactory completion of the Senior Seminar (440), which emphasizes the critical evaluation of scholarship as well as primary data culminating in a research paper. Concentrators with a departmental average of 3.3 (88) or higher at the close of their senior fall semester and a B+ or better in the Senior Seminar may pursue honors through 560, an individual project under the direct supervision of a member of the department. To receive honors, a grade of A- or higher must be earned on the thesis.

Beginning with the class of 2016, a track in cultural anthropology consists of a minimum of 10 courses: 106 or 108; 113, 114 or 115; 126, 127, or 201; 358; 500 and 501; and four other courses. Concentrators must fulfill their Senior Project requirement through satisfactory completion of the Senior Seminar (500) in the fall, which emphasizes the critical evaluation of scholarship as well as primary data culminating in a draft of a research paper, and the Senior Thesis (501) in the spring, which emphasizes expansion, revision, and refinement of the thesis. Honors will be granted to students with a departmental average of 3.3 (88) or higher at the close of their senior fall semester and an A- or better on their Senior Thesis (501).

Beginning with the class of 2017, all but two of the ten courses required for the Anthropology Concentration should be taken with faculty whose primary appointment is in the Hamilton College Anthropology Department; this includes visiting faculty. Any request for exceptions may be discussed with the department chair.

ARCHAEOLOGY

A track in archaeology consists of a minimum of 10 courses: 106 or 108; 113, 114, 115, 126 or 127; 325, 358, and 441; and five other courses, one of which must be 210, 234, 243, 245 or 249. Additionally, students are strongly encouraged to take the field course (280), as well as a statistics course and courses in geosciences, biology or chemistry. Prospective concentrators are encouraged to take 325 and 358 as early as possible because both must be completed by the end of the junior year. Concentrators must fulfill their senior project requirements through satisfactory completion of the Senior Seminar (441), which emphasizes the critical evaluation of scholarship as well as primary data culminating in a research paper. Concentrators with a departmental average of 3.3 (88) or higher at the close of their senior fall semester and a B+ or better in the Senior Seminar may pursue honors through 560, an individual project under the direct supervision of a member of the department. To receive honors, a grade of A- or higher must be earned on the thesis.

Beginning with the class of 2016, a track in archaeology consists of a minimum of 10 courses: 106 or 108; 113, 114, 115, 126 or 127; 325, 358, 510 and 511; and four other courses, one of which must be 210, 234, 243, 245 or 249. Concentrators must fulfill their Senior Project requirement through satisfactory completion of the Senior Seminar (510) in the fall, which emphasizes the critical evaluation of scholarship as well as primary data culminating in a draft of a research paper, and the Senior Thesis (511) in the spring, which emphasizes expansion, revision, and refinement of the thesis. Honors will be granted to students with a departmental average of 3.3 (88) or higher at the close of their senior fall semester and an A- or better on their Senior Thesis (511).

A minor in anthropology consists of five courses, one of which must be at the 100 level and one of which must be at the 300 level. A student may elect to take one each from 106 and 108, 113, 114, 115, 126 or 127 as two of their five courses. Note to juniors and seniors: The following Anthropology Department courses have no prerequisite: 201 and 225. In addition, prerequisites may be waived with consent of instructor for 243, 249, 270, 315, 360 and 361.

Courses in Anthropology

113F,S Cultural Anthropology.

Cross-cultural approaches to the study of social structure, polity, economic behavior and belief systems. Anthropological methods

of analysis of nonliterate, peasant and complex contemporary societies. Not open to seniors or to students who have taken 114 or 115. Julie Starr.

126F Language and Sociolinguistics.

Fundamental linguistic principles (phonetics and phonology, grammar and syntax, lexicon), language change processes and linguistic manifestations of social structure such as race, class, gender. (Quantitative and Symbolic Reasoning.) Not open to seniors or to students who have taken 127. LaDousa.

[Fall 2006 01](#) (Urciuoli B)

[Fall 2007 01](#) (Urciuoli B)

127S Introduction to Linguistic Anthropology.

Fundamental linguistic principles (phonetics and phonology, grammar and syntax, lexicon), the ethnography of communication, and the relation of language to cultural principles and practices. (Quantitative and Symbolic Reasoning.) Not open to seniors or to students who have taken 126. Urciuoli.

[Spring 2007 01](#) (Urciuoli B)

[201S] Linguistic Theory: A Brief History.

A general examination of the nature of language. Topics include the history of ideas about language; philosophical and cognitive aspects of language; evolutionary, structural and generative approaches to the analysis of language. (Writing-intensive.) (Quantitative and Symbolic Reasoning.) Prerequisite, 126, 127 or consent of instructor. Next taught spring 2016 Maximum enrollment, 20.

[205S] Topics in Japanese Linguistics.

This course explores Japanese phonetics, phonology, morphology, syntax and semantics. Students will compare Japanese with English and examine universal perspectives of language. (Quantitative and Symbolic Reasoning.) Prerequisite, 110, Anthropology 201 or consent of instructor. (Same as East Asian Languages and Literatures 205.)

219/319F Language Acquisition.

Examines interface phenomena between pragmatics and language acquisition. Students will learn theoretical issues of semantics/pragmatics and the theory of the first language acquisition. Target languages to examine various phenomena are Chinese, Japanese, Korean and English. (Quantitative and Symbolic Reasoning.) (Same as Education Studies 219 and East Asian Languages and Literatures 219/319.) Kamiya.

[225S] Phonetics and Phonology: The Analysis of Sound.

How the sounds of language are produced. The structure of sound systems in a variety of languages (including non-European). Organization of field projects: data collection, transcription analysis. (Quantitative and Symbolic Reasoning.)

230S Morphology and Syntax.

This course explores the relationship between word formation and sentence formation by examining English and Japanese grammar (and, to a certain degree, that of other languages). Ultimately, both morphology and syntax play important roles in the interpretation of sentences. No previous linguistics background or Japanese language background is necessary. (Quantitative and Symbolic Reasoning.) (Same as East Asian Languages and Literatures 230.) Masaaki Kamiya.

231S Societies of the Middle East.

Exploration of Middle East societies and culture with attention to geography, ethnic groups, social divisions, gender issues, and religion, and to literature, and art and popular culture. Focus on contemporary society with consideration of the enduring presence of historical phenomena. Examination of influences producing unifying and stabilizing effects on societies of the area, particularly factors causing dislocation, discords and internal tensions. Comparative examination of social power, social change and cultural diversity in the region. (Writing-intensive.) Prerequisite, 113, 114, 115, 126, or 127, or consent of instructor. Maximum enrollment, 20. Koukjian.

233F Anthropology of China.

This course introduces students to social issues in contemporary China as seen through the lens of anthropological analysis. Through reading ethnographies, watching films, and engaging in classroom discussions, we will examine topics such as the individualization of China and consumer identity, censorship and emerging forms of social media, urbanization and migrant labor, the one-child policy and changing family values, and economic development and environmental degradation. Prerequisite, One course in anthropology or consent of instructor. Julie Starr.

235S Multi-ethnic Israel.

The course will examine the diverse society of Israel. It will focus on different Jewish ethnic groups, their cultural traditions and how ethnicity itself has played a central role in shaping Israeli society. The course will begin with a study of the Zionist movement and the corresponding waves of immigration of Jews to Israel. Some issues that we will address along the way include: the Zionist movement's attitudes towards the 'negation of the Diaspora', the 'melting-pot approach' to diversity, the range and types of 'Sephardic protests' that arose over the years, and the politics of ethnicity as it has been witnessed in and through events like the rise of the 'Shas' (religious-political) Party. Our objective in this course is to examine the political, sociological, and cultural implications of this demographic composition and how it manifests in contemporary Israel- in social life, music, film and popular culture. Anat Guez.

237S Indigenous Heritage Language Revitalization.

Examines language endangerment and revitalization programs around the world. Analyzes the practices of more and less successful programs including Maori, Hawaiian, and Navajo, as well as the roles of technology and social media in grassroots language revitalization. (Writing-intensive.) Maximum enrollment, 20. Meredith Moss.

[255] The Languages of East Asia.

Examines Chinese, Japanese and Korean as well as other languages found in East Asia. Topics include the syntactic (possible word order, inflections, particles, and combinations of all of them) and phonological structures (phoneme, pitch vs. tone, sound patterns) of these languages; the relationships of the languages to each other; differences and similarities of these languages from the universal point of view; the geographical, social and historical settings. No knowledge of any Asian language necessary. (Same as East Asian Languages and Literatures 255.)

[257] Language, Gender and Sexuality.

Stresses special lessons that anthropology has to teach about the gendered facets of linguistic expression, including the necessity of an approach that is both empirical, including moments of interaction, and critical, exploring issues of power and agency. Considers conceptual benefits and limitations to using gendered difference as a model for sexual difference in the study of linguistic expression. Prerequisite, one course in anthropology or consent of instructor. (Same as Women's Studies 257.)

259S Digital Technology and Social Transformation.

Examines some of the ways in which digital technologies have been imagined to be important to social change, transformation, or innovation. Proponents of the use of digital technologies toward social change have focused on their speed, connectivity, and capacity. The course will introduce some of these arguments, will review some critiques of these arguments, and will suggest – via ethnographic cases – that digital technologies, like all sociocultural forms, should be studied with careful attention to contextual concerns. Prerequisite, One 100-level course in Anthropology or consent of instructor. Chaise LaDousa.

264S Ethnography of Literacy and Visual Language.

Theory and analysis of communication and meaning in social and cultural context with particular attention devoted to the often-neglected aspects of literate communication. (Writing-intensive.) Prerequisite, 113, 114, 115, 126, 127, or 201, or consent of instructor. Maximum enrollment, 20. Ladousa.

266F Dialects of American English.

This course examines the dialects of English used in the United States. Topics covered will include language variation, language change, regional dialects, social and ethnic dialects, gender and language variation, style, applied dialectology, and ideologies of language (Writing-intensive.) Maximum enrollment, 20. Meredith Moss.

[270F] The Ethnography of Communication.

Theory and analysis of communication and meaning in social and cultural context. (Writing-intensive.) Prerequisite, 113, 114, 115, 126, 127 or 201, or consent of instructor. Maximum enrollment, 20.

302S Seminar in Linguistic Semiotics.

Focused examination of the nature of meaning as constituted through the formal structures of language (grammatical and semantic) and its pragmatic (social) functions. Strong emphasis on data-oriented analyses. Specific topics may include grammatical classification, comparative morphology, diachronic (historical and sociolinguistic) issues, the relation of discursive process to grammatical formation. (Writing-intensive.) Prerequisite, 126, 127, 201, 270 or consent of instructor. Next taught spring 2016 Maximum enrollment, 20. Urciuoli, B.

[Spring 2007 01](#) (Urciuoli B)

306S Seminar: Black Europe.

Europe is a contested site of identity, citizenship and belonging where post-colonial African and other populations are increasingly visible. This crisis constitutes a critical moment in European history. Focusing on the lives of people of African descent the course examines such issues as colonial legacies, what it means to be part of this new Black diaspora, political subjectivities, citizenship and belonging, gender, anti-blackness, border conflicts, and the international refugee crisis. (Proseminar.) (Same as Africana Studies 306.) Maximum enrollment, 12. Merrill or Carter.

[311] Youth and Cultural Reproduction.

The notion of youth as a lifespan period has grown in salience and pervasiveness in the world. Explores three major aspects of social scientists' attention to youth: as a category to probe intersections among culture, aesthetics, and class in post-industrial societies; as a means for imagining the relationship between colonial and post-colonial forms of governance; and as a means for tracing the flows of capital among nation-states. Youth thus provides us with a window into pressing concerns in late-20th and early-21st century social science. Prerequisite, 100-level anthropology course or consent of instructor. (Same as Education Studies 311.)

[318] Anthropology of Education.

Examines the school as a site for the reconstruction of cultural difference. Special attention paid to links between schooling and the nation, to connections between schooling and modernity, and to themes such as discipline, value, gender, language and labor. Examples from Bolivia, Tanzania, India and the United States, among other nation-states. Concludes with a consideration of globalization, specifically the rise in neoliberal approaches in the governance of school systems. Prerequisite, one course in anthropology or consent of instructor. (Same as Education Studies 318.)

[323S] Verbal Art and Performance.

Traces historical shifts in oral performance-based approaches to the study of verbal art. Probes connections between verbal art and notions of tradition, authenticity and heritage — the local and the national. Introduces emerging work in feminist, critical and reflexive stances in scholarship on verbal art. Prerequisite, one course in anthropology or consent of instructor.

[326S] Semiotics of Liberal Arts Education.

Examination of liberal arts education as a social institution: its history, institutional structure, social location, and cultural meaning. Particular attention to tensions between its economic and prestige dimensions. Ethnographic accounts and analyses of various aspects of student life, teaching, administration, admissions, and development. Prerequisite, Any Anthropology course, or Sociology 211, or consent of instructor.

[328S] Globalization and African Diaspora in Europe.

Europe is a contested site of identity, citizenship and belonging where postcolonial populations have become increasingly visible. Focusing on the lives people of African descent and the border between Europe and Africa, explores globalization in contemporary Europe while examining such issues as economic and political restructuring, border politics, colonial legacies, national and 'hybrid' identity, transnationalism, the meaning of 'home', humanitarianism and refugees, European immigration policies and detention spaces, and the politics of fear. (Proseminar.) (Same as Africana Studies 328.) Maximum enrollment, 16.

358F History of Anthropological Ideas.

A consideration of major paradigms in anthropology from the 19th century to the present. The influence of various theoretical perspectives on ethnographic and archaeological description and analysis. (Writing-intensive.) Prerequisite, 106, 113, 114, 115, 126 or 127. Maximum enrollment, 20. Goodale and LaDousa.

[Fall 2007 01](#) (Urciuoli B)

[360S] US Discourses I: Race, Ethnicity and Class.

An analysis of legal, scientific, commemorative and media public discourses that connect ideas about U.S. identity and citizenship with race, ethnicity and class. Prerequisite, 113, 114, 115, 126, 127 or consent of instructor.

[361S] US Discourses II: Science, Technology and Gender.

An analysis of public representations of technology and science as these relate ideas about gender to ideas about being American. Prerequisite, 113, 114, 115, 126, 127 or consent of instructor. Next taught spring 2017

[370S] Sociolinguistics of Globalization.

Explores the relationship between language variation and change, on the one hand, and the movement of sound and image in the wake of social and political economic processes variously identified as globalization, on the other hand. Of special concern are the ways in which processes of globalization are mediated by institutional and national forms. Prerequisite, One course in anthropology or by instructor approval.

500F Senior Seminar in Cultural Anthropology.

The research process as it relates to the fulfillment of the senior project, including the formulation of a research problem, frames for research, research design, collection of data and cultural analysis. department.

501S Senior Thesis Project in Cultural Anthropology.

The research process as it relates to the fulfillment of the senior project, including the revision of the draft created during the senior seminar and extension of cultural analysis. Honors in the concentration partly depends on an A- or higher in the course. department.

Courses in Archaeology**106F,S Principles of Archaeology.**

An introduction to the fundamentals of archaeology, with emphasis on evolutionary principles. Topics include a review of archaeological field methods such as sampling, survey and excavation, and analytic methods such as dating, typology and formation processes. Three hours of class and one hour of laboratory. (Quantitative and Symbolic Reasoning.) Maximum enrollment, 24. Department.

[Fall 2013 01](#) (Newlander K)

[108] Humans Before History.

Reviews the biological and material culture records of humankind before the advent of complex societies. Assesses fossil evidence for evolutionary relationships among human ancestors, evaluates the development of technologies and adaptations, and explores cultural achievements of modern humans during and following the last ice age.

110F Archaeology of Hamilton's Founding.

As an archaeological canvas, Hamilton College provides oral tradition and integrates historical documents. Its archaeological record on the lands it occupies within Northeastern North America can be peeled back in layers, focusing on both prehistoric and historic components from the first peoples in the area, the influence of Samuel Kirkland, and changes in the College over its history. Includes excavation of an archaeological site on the campus, several field trips to local historical societies and use of

College archives. (Quantitative and Symbolic Reasoning.) Maximum enrollment, 16. Nathan Goodale.

[243S] North American Prehistory.

The history of Native American cultural development north of the Rio Grande prior to European contact. Topics include the timing and effects of human entry into North America, ice-age adaptations, plant and animal domestication, agriculture and beginnings of complex societies. Prerequisite, 106 or consent of instructor.

[245S] Human Ancestors.

A review of the biological and cultural evolution of humans. Topics include human uniqueness, race and biological diversity, the earliest humans in Africa, radiations of fossil and modern humans. Includes laboratory. Prerequisite, 106 or Biology 110; Geosciences 103 or 105. Maximum enrollment, 24.

249F,S The Archaeology of Continental Discovery.

Explores the social, organizational and environmental consequences of initial human colonization of unoccupied landscapes. Examined through case studies, including initial colonization of Australia and North America, and the voyaging expansion of people across Pacific islands. Also addresses the consequences of European "rediscovery" of these areas for native peoples and environment. Prerequisite, 106 or consent of instructor. Jones.

250F Hunter-Gatherers.

Humans lived as hunter-gatherers for 99% of our evolutionary past. Today, just a small fraction of the world's population lives as hunter-gatherers and that number is rapidly decreasing due to modernization. Anthropologists and archaeologists are interested in studying the adaptive range of modern hunter-gatherers in order to help interpret the archaeological record. Explores the ethnographic and archaeological study of hunting and gathering with a focus on analogy and inference developed in ethnoarchaeology and behavioral ecology. Prerequisite, 106 or consent of instructor. Goodale.

[251S] The Archaeology of Hamilton's Founding.

As an archaeological canvas, Hamilton College provides oral tradition and integrates historical documents. Its archaeological record on the lands it occupies within Northeastern North America can be peeled back in layers, focusing on both prehistoric and historic components from the first peoples in the area, the influence of Samuel Kirkland, and changes in the College over its history. Includes excavation of an archaeological site on the campus, several field trips to local historical societies and use of College archives. Prerequisite, 106. Maximum enrollment, 12.

[281Su] Archaeology Field Course I.

A three- to four-week introduction to archaeological field techniques, including excavation, survey and mapping. Conducted in conjunction with field research programs of faculty. Prerequisite, 106 or consent of instructor. Extra cost. Maximum enrollment, 8.

[282Su] Archaeology Field Course II.

A three- to four-week session building on training in archaeological field techniques received in Archaeology 281. Conducted in conjunction with field research programs of faculty. Prerequisite, 281. Extra cost. Does not count toward the concentration in archaeology or cultural anthropology. Maximum enrollment, 8.

325F Analytic Methods in Archaeology.

A survey of analytic techniques central to archaeological and paleoecological interpretation. Laboratory performance of artifact analysis and classification, computer-aided data management and statistical analysis. Three hours of class and three hours of laboratory. (Writing-intensive.) Prerequisite, 106. Maximum enrollment, 8. G T Jones.

334S Method and Theory in Archaeology.

An examination of the historical development of modern methodological and theoretical approaches and problems in American archaeology. Space-time frameworks, typology, form and function, research design, evolutionary, ecological and behavioral theory. Prerequisite, 106. Maximum enrollment, 24. Jones.

380S Geographic Information Systems.

Concepts in computer-based GIS emphasizing hands-on practice in portraying and analyzing spatially referenced data sets to produce a variety of types of digital products and to solve geospatial problems. Practice using data from multiple sources, including data downloaded from online sources, field-collected data and published map data. Emphasis on mastery of basic skills and techniques using ESRI ArcGIS software. (Quantitative and Symbolic Reasoning.) Prerequisite, Arch 106, 108 or 110, or consent of the instructor. Maximum enrollment, 15. Nathan Goodale.

510F Senior Seminar in Archaeology.

Critical evaluation of selected topics in archaeology. Primary research, culminating in a paper for fulfillment of the senior project department.

[511S] Senior Thesis Project in Archaeology.

Continuation of participation in Archaeology 551 with revision and expansion of the senior thesis. Honors in the concentration is partly dependent on an A- or better in the course.

Arabic

Mireille Koukjian

Arabic is regularly offered at both the first- and second-year levels. Advanced language study is occasionally available at the discretion of the faculty. While there is no concentration or minor in Arabic, both Arabic and Hebrew are primary contributors to the minor in Middle East and Islamic World Studies. Also, World Politics majors with a focus on the Middle East must achieve at least a fourth-semester level of the language. Arabic can be useful to students with a background in political science or international studies because of the urgent demand for Arabic in contemporary world affairs.

115F First Term Arabic.

Introduction in speaking, writing, reading and aural comprehension. Textbook readings and exercises with a strong emphasis on interactive verbal production. Highly interactive with supplemental Language Center projects and activities. Maximum enrollment, 20. Koukjian.

116S Second Term Arabic.

Continued study with emphasis on verbal proficiency, reading and listening comprehension. Highly interactive with supplemental Language Center projects and activities. Prerequisite, Arabic 115 or placement. Maximum enrollment, 20. Koukjian.

215F Third Term Arabic.

Intermediate level study with emphasis on verbal proficiency, reading and listening comprehension. Highly interactive with supplemental Language Center projects and activities. Short readings from authentic sources. Prerequisite, Arabic 115 and 116 or placement. Maximum enrollment, 20. Koukjian.

216S Fourth Term Arabic.

Advanced level study with emphasis on verbal proficiency, reading and listening comprehension. Highly interactive with supplemental Language Center projects and activities. Short readings from authentic sources. (Writing-intensive.) Prerequisite, Arabic 115, 116 and 215 or placement. Maximum enrollment, 20. Koukjian.

315F Advanced Arabic.

Advanced Arabic Fall 2015 is a course designed for students who have completed four semesters of Arabic. The course will help students move from Intermediate Middle level to Advanced. Students will focus on acquiring more vocabulary and more knowledge of the fundamental grammatical and morphological structures of the language. They will also learn about the literary traditions of the Arab World through readings of abridged literary works. The instructor will select the literary work and prepare all the material used for the class. Prerequisite, Four semesters of Arabic or consent of Instructor. This course is sponsored by the New York Six Liberal Arts Consortium, from an award by the Andrew W.Mellon Foundation. Mireille Koukjian.

Art

Faculty

L. Ella Gant
Robert Knight
Katharine Kuharic
Robert B. Muirhead III
Rebecca Murtaugh, *Chair*
William Salzillo

A concentration in art consists of 11 courses: two courses in the Department of Art History, one of which must be pre-1900 or non-European; Art 104, Introduction to Drawing or Figure Drawing; Art 350, Junior Seminar; and seven additional (non-repeatable) art courses, one course in each of the following three areas:

- 1) Painting and Printmaking
- 2) Ceramics and Sculpture
- 3) Photography and Video

and either the two-semester Senior Project (501-502), or 501 plus one additional 300-level course. Students must complete a minimum of one 300-level course in the same area as their senior project before the end of the junior year.

All senior concentrators are required to register for the Senior Project in the fall of their final year. Beginning with the Class of 2014 and based on a review by the studio faculty of work done in this course, students who have successfully completed 501 must compete for honors by registering for an additional semester of Senior Project work with the goal of preparing material for public exhibition at the end of the spring term. Other concentrators will complete an additional 300-level course in studio art.

Honors in art will be awarded on the basis of a cumulative average of 92 or above in coursework toward the concentration and distinguished performance in the Senior Project. A complete description of the Senior Project is available in List 111.

Students interested in studying abroad should consult with the chair of the department as soon as possible. Concentrators will need to consider the most appropriate means of integrating study abroad with the Advanced and Junior Seminar requirement and preparation for their Senior Project.

A minor in art consists of 104 or 160, one art history course and three additional studio art courses (which are not repeatable). Interested students should meet with the chair.

104F,S Introduction to Drawing.

Study of the basic elements of drawing, including line, texture, mass and composition. Students work from the model during class time, do outside assignments and participate in group criticism. Not open to seniors. Maximum enrollment, 20. Muirhead or Salzillo.

[Fall 2013 01](#) (Muirhead R)

[Spring 2013 01](#) (Muirhead R)

[Fall 2014 02](#) (Salzillo W)

105F,S Design.

Introduction to the visual language in two dimensions. A series of projects exploring basic formal and expressive elements, color, composition, space and time relationships, and structural stress. Not open to seniors. Maximum enrollment, 20. Muirhead or Salzillo.

[Fall 2010 01](#) (Muirhead R)

[Spring 2011 01](#) (Salzillo W)

[Fall 2013 01](#) (Muirhead R)

[Fall 2014 01](#) (Muirhead R)

106F,S Introduction to Ceramics.

Handbuilding techniques will be employed to explore the sculptural possibilities of clay. A developed visual and conceptual vocabulary will accompany the technical aspects of ceramics through studio practice and class critique. Not open to seniors. Maximum enrollment, 16. Murtaugh.

[Fall 2014 01](#) (Murtaugh R)

109F,S Introduction to Sculpture.

Fundamentals of sculpture using traditional and nontraditional materials and methods. A developed visual and conceptual

vocabulary will accompany studio practice and class critique. Not open to seniors. Maximum enrollment, 12. Murtaugh.

[Fall 2014 01](#) (Murtaugh R)

[Spring 2015 01](#) (Murtaugh R)

[113F] Introduction to Analog Photography.

Fundamentals of 35mm photography, black-and-white film processing, print enlargement and development. Exploration of development and control of technical skills, and understanding of standards within the field of photography. Emphasis on use of camera as a tool for creative exploration. Must have own 35mm camera with manual settings. Not open to seniors. Maximum enrollment, 16.

[115F] Introduction to Digital Photography.

Exploration and control of technical skills and understanding of the traditions of image making. A focus on scanning, fundamentals of Photoshop and calibration of images for digital printing. Expressive use of the medium and development of a portfolio. Not open to seniors. Maximum enrollment, 12.

116F,S Introduction to Photography.

Fundamentals of photography through the use of both analog and digital SLR cameras, black and white darkroom techniques, film scanning and digital printing. Emphasis on development of technical and aesthetic skills, and the potential of the medium as a tool for artistic expression. Cameras will be provided by the College. (Oral Presentations.) Not open to seniors. Maximum enrollment, 16. Knight.

[Fall 2013 01](#) (Knight R)

[Fall 2014 02](#) (Knight R)

[Spring 2014 01](#) (Knight R)

160F,S Figure Drawing.

Application of basic drawing principles to the representation of the human figure, with emphasis on anatomy and proportion. Examination of related topics such as the figure in the environment and portraiture. Not open to seniors. Maximum enrollment, 20. Kuharic.

[Fall 2013 01](#) (Kuharic K)

[Fall 2014 01](#) (Kuharic K)

203F,S Introduction to Painting.

Introduction to the study of the methods and techniques of oil painting, with emphasis on still-life, figures and landscape. Not open to seniors. Maximum enrollment, 16. Salzillo.

[Spring 2011 01](#) (Salzillo W)

[Fall 2014 01](#) (Salzillo W)

213F,S Introduction to Video.

Exploration of traditional and non-traditional uses for video. Emphasis on developing ideas and conveying meaning through video work. Fundamentals of camera and editing for videography. Introduction to theory and history of experimental video. Not open to seniors. Maximum enrollment, 12. Gant (fall); Stephens (spring).

[Fall 2012 01](#) (Gant L)

[Fall 2013 01](#) (Gant L)

[Fall 2013 02](#) (Gant L)

[Fall 2014 01](#) (Gant L)

[Fall 2014 02](#) (Gant L)

[215] Scene Painting.

Through a series of projects and demonstrations, introduces students to the basic principles of scenic painting for film, television and the performing arts. Topics covered will include color mixing, texture, faux finishing (wood grain, marble, etc.), brush and spray techniques, trompe-l'oeil and large scale cartooning and painting. Prerequisite, 105, 108 or 130, or a 100-level art course. (Same as Theatre 215.) Maximum enrollment, 12.

221F Introduction to Animation.

An introduction to the history, tools and language of basic animation styles. This course will trace the history of experiments in animated imagery from 19th Century photography through 20th Century film into 21st Century digital works. The class will cover basic techniques in Photoshop, Adobe Premier, and illustration and animation software interfaces. No pre-requisite. Not open to First Years. Maximum enrollment, 12. Ella Gant.

[233S] Introduction to Printmaking.

Introduction to the basic principles and techniques of printmaking as traditionally employed in intaglio and stone lithography. Includes brief discussions of the history of printmaking, printing editions, matting, paper conservation and safety. Not open to seniors. Maximum enrollment, 12.

[Spring 2011 01](#) (Salzillo W)

235F,S Intaglio Printmaking.

Study in the process of intaglio printmaking, including etching, engraving, dry point, and hard and soft ground techniques. Students expected to participate in group criticism. May repeat for credit at increasingly advanced levels. Prerequisite, 104 or 160. Not open to first-semester students. Open to seniors. Maximum enrollment, 16. Muirhead.

[Fall 2013 01](#) (Muirhead R)

[Spring 2013 01](#) (Muirhead R)

[Fall 2014 01](#) (Muirhead R)

302S Advanced Photography.

Advanced investigation and study of the creative tools of black-and-white and color photography. Continued exploration of personal vision with emphasis on social and cultural contexts for photography. May repeat for credit at increasingly advanced levels with permission of the professor. (Oral Presentations.) Prerequisite, 113 or 115 or 116. Maximum enrollment, 16. Knight.

[Spring 2013 01](#) (Knight R)

[Fall 2014 01](#) (Knight R)

[Spring 2014 01](#) (Knight R)

304F,S Advanced Painting.

Further exploration of concepts and techniques presented in Introduction to Painting with emphasis on landscape and interiors as subject matter. Reinforcement of oil painting skills and introduction to egg tempera and acrylic. May repeat for credit at increasingly advanced levels with permission of the professor. Prerequisite, 203. Maximum enrollment, 16. Kuharic.

[Fall 2013 01](#) (Kuharic K)

[Fall 2014 01](#) (Kuharic K)

307S Advanced Three Dimensional and Material Studies.

Advanced study of materials such as clay, wood, plaster, steel, and plastic utilizing processes such as moulding, casting, fabrication, carving and construction. May repeat for credit at increasingly advanced levels with permission of the professor. Prerequisite, 106 or 109. Maximum enrollment, 16. Murtaugh.

[Spring 2015 01](#) (Murtaugh R)

[313] Advanced Video.

Advanced investigation and study of video production. Special topics such as video history, activism, censorship, installation work. Advanced exploration of personal vision with emphasis on social and cultural contexts for video. May repeat for credit at increasingly advanced levels with permission of the professor. Prerequisite, 213. Maximum enrollment, 12.

[Fall 2013 01](#) (Gant L)

[Fall 2014 01](#) (Gant L)

[350F] Junior Seminar: Critical Theory and Studio Practice.

Addresses major themes in art criticism and studio practice from 1970 to the present. Students will reflect on these themes through the production of mixed media studio projects, classroom discussion and written assignments. Especially designed for junior concentrators. Prerequisite, one studio course. Maximum enrollment, 16.

[Fall 2008 01](#) (Gant L)

[Spring 2008 01](#) (Murtaugh R)

370F Special Topics in Photography: Curating the Archive.

Exploration of the process and theory of museum exhibition curating, taught in conjunction with the preparation of an exhibition in the Wellin Museum. Emphasis on the history of photography and the role of western art institutions in the appropriation and repurposing of archival imagery. Studio-based artistic response required based on materials presented. Students will work collaboratively on exhibition materials, including image selection and layout, catalog and wall text production, and multimedia materials such as podcasts. Prerequisite, Art 113 or 115 or 116 or permission of the instructor. Maximum enrollment, 12. Robert Knight.

[Fall 2013 01](#) (Knight R)

377S Digital Arts Workshop.

Emphasis on collaborative work among computer musicians and videographers in the creation of visual/sound works. Projects will include fixed media works, installations, and/or performance art pieces. Prerequisite, Art 213 or Music 277. (Same as Music 377.) Maximum enrollment, 16. Gant, Pellman.

[Spring 2011 01](#) (Pellman S,Gant L)

501F Senior Project I.

A required one semester course for senior concentrators. To be followed by 502S upon successful completion and approval of the senior project advisor. The Department.

502S Senior Project II.

A required one-semester course for senior concentrators working toward honors and the senior exhibition. Prerequisite, 501F and permission of the senior project advisor. The Department.

[Spring 2012 01](#) (Kuharic K, Muirhead R, Murtaugh R, Salzillo W)

Art History

Faculty

Rand Carter

Liam Considine (f)

Steve J. Goldberg, Acting Chair (F)

Scott MacDonald

John C. McEnroe

Deborah F. Pokinski (F)

A concentration in art history consists of nine art history courses and at least one course in studio art. The nine art history courses must include 245, 248, 254 or 258; 282; 285; 292 or 293; 330 (beginning with the Class of 2016); three electives; and 401, 406, 490 or 491 to be taken during the senior year. A second course in studio art or a second 300-level course may be counted as one of the electives.

The Senior Project in art history includes an extensive research paper prepared in connection with the senior-year seminar and its oral presentation before the Department.

Honors in art history will be awarded on the basis of a cumulative average of 3.3 (88) or above in coursework toward the concentration and distinguished achievement on the Senior Project.

Students planning to apply for graduate studies in the history of art are advised to acquire or consolidate a fluency in two foreign languages. Students interested in preparing for a professional school of architecture should consult with Professor Rand Carter as early as possible.

A minor in art history consists of five courses in art history, including at least one pre-modern or Asian course.

120F Introduction to the History and Theory of Film.

A general introduction to the wide world of cinema and cinema studies, focusing on crucial films from many cinematic traditions. Topics include the evolution of film from earlier forms of motion picture, the articulation and exploitation of a narrative language for cinema, the development of typical commercial genres, and the appearance of a variety of forms of critical cinema. Focuses on basic film terminology, with the cinematic apparatus and ongoing theoretical conversation about cinema and its audience. (Same as Literature and Creative Writing 120 and Cinema and Media Studies 120.) MacDonald.

145F,S Differencing the Visible: Perspectives on African-American Art and the Black Historical Experience.

Traces the cultural achievements and struggles of African-American artists, both men and women, to make a people and a world they had known visible, and to be true to those who were misrepresented or erased entirely from the visibility of American history. The goals of the course are to foster an historical memory, intuitive empathy, and responsive understanding of the works of African-American artists, in the context of the societal and historical circumstances in which they were produced. (Proseminar.) Maximum enrollment, 16. Goldberg.

[150F] Architecture in History.

A critical examination of the development of the designed and built environment from the Paleolithic Period to the Industrial Revolution, with consideration given to urban, social and landscape issues. (Writing-intensive.) Maximum enrollment, 20.

[Fall 2012 01](#) (Carter R)

[Fall 2012 02](#) (Carter R)

151F Architecture and the Environment.

A critical and historical introduction to the study of human intervention in the environment, considering such issues as the alleviation of biological and psychological stress through architectural design, social purpose and formal significance. Individual buildings examined in relation to their urban and natural contexts. (Oral Presentations.) (Proseminar.) Maximum enrollment, 16. R Carter.

[Fall 2007 01](#) (Carter R)

[Fall 2007 02](#) (Carter R)

[Spring 2010 01](#) (Carter R)

152F,S Proseminar in Art History.

A writing intensive course designed to introduce students to ways of critically evaluating differing viewpoints on the meaning and social significance of art. Writing assignments provide opportunities to engage students in a critical examination of the power of

images to promote certain social values and to shape viewers' understanding of themselves, their relations to others, and to the world around them. (Writing-intensive.) (Proseminar.) Open to first- and second-year students only. Maximum enrollment, 16. McEnroe and Pokinski.

[Fall 2013 01](#) (McEnroe J)

[154F] Arts and Cultures of Asia.

An introduction to the traditional arts of India, China and Japan. Discussion focusing on the cultural and aesthetic values, religio-philosophical beliefs and historical conditions informing the practice of art and its reception within these cultures.

[202] African Americans and Cinema.

Exploration of the history of cinema produced by African Americans and the representation of African Americans in cinema. Topics include early cinema, D.W. Griffith's *Birth of a Nation*; Oscar Micheaux and the "race films" of the 1920s-1940s; early jazz films; Richard Wright's *Native Son* as novel and film; Hollywood "problem pictures" of the 1940s-1950s; radical 1960s-1970s experiments by William Greaves, Melvin Van Peebles, and the "LA Rebellion"; *Daughters of the Dust*; Spike Lee, and Marlon Riggs. Course hosts visits by accomplished filmmakers and scholars. (Same as Literature and Creative Writing 202 and Africana Studies 202.)

[236] Outrageous Acts: Avant-Garde Theatre and Performance Art.

An examination of experimental art's capacity to shock and to force us to recognize ourselves from new and unexpected perspectives. The historical, cultural and philosophical origins and influences, as well as exemplary works from the early avant-garde movements (1890-1940) and more contemporary avant-garde theatre and performance art (1950-1990). Discussion of the art, music, literature, theatre and film of Surrealism, Symbolism, Expressionism, Dada, Futurism, Constructivism, Epic, The Living Theatre, Grotowski, Monk, Wilson, Foreman, The Wooster Group, Hughes, Finley. (Oral Presentations.) (Same as Theatre 236.)

[245S] Hindu, Buddhist and Islamic Arts of India.

An introduction to Hindu, Buddhist and Islamic traditions of art and architecture in India, as well as the art and architecture of the colonial and post-colonial periods. (Same as Religious Studies 245.)

[248S] Paths to Enlightenment: The Art and Architecture of Buddhism.

An examination of the history and meaning of the art and architecture of Buddhism within its various cultural locations: beginning in 2nd-century BCE India, through its transmission and translation across Asia to Sri Lanka, Afghanistan, Central Asia, China, Korea, Japan, Tibet, Nepal, Myanmar, Thailand, Cambodia and Indonesia. Exploration of this multifaceted tradition as a profound expression of artistic and religious values. (Writing-intensive.) Maximum enrollment, 20.

254S Courtier, Samurai, Priest and Chonin: The Arts of Japan.

A historical examination of the social and aesthetic values and sensibilities expressed in the indigenous arts associated with the court aristocracy, samurai warrior, Zen priest and chonin or townsman. Japanese material culture, including painting, calligraphy, sculpture, architecture, gardens, kimono, ceramics and the tea ceremony. Goldberg.

257S The World of Spanish Art: From the Alhambra to Guernica.

Intensive study of the artistic production of Spain, as reflected in the most significant expressions of architecture, painting and sculpture, along with the cultural and historical context in which these works were created. To be included, among others: Moorish, Romanesque, Gothic, Renaissance, Baroque, Neoclassic and Modernist styles (in architecture); El Greco, Velázquez, Zurbarán, Ribera, Murillo, Goya, Sorolla, Picasso and Dalí (in painting); and Vasco de la Zarza, Bigarny, Diego de Siloé, Juni, Montanás, Cano, Mena, Berruguete (in sculpture). Prerequisite, 200, 201 or consent of instructor. Taught in English (Spring 2015). (Same as Hispanic Studies 257.) Medina, J.

258F Political Power and Cultural Authority: The Arts of China.

Historical examination of the ethico-aesthetic, religio-philosophical and socio-political values expressed in the indigenous arts associated with the imperial court, the scholar's studio, the marketplace and the subtle art of dissent. Chinese material culture, including painting, calligraphy, sculpture, ceramics, jade, ritual bronzes, architecture and silk robes. Goldberg.

[259F] Defining American Art.

The role of art and its development in the United States between 1800 and 1950. Topics include the effects of the colonial experience, the search for a national identity, expressions of race, class and gender, the sense of inferiority in relation to European art, popular and vernacular art forms, and debates over public support of the arts. Prerequisite, one course in art history, American history, American literature or American studies.

261S Art of Ancient Greece and Rome.

An examination of Mediterranean art from the Bronze Age through the Roman Empire. Special emphasis on the archaeological discovery and reshaping of ancient art by later scholars and the concept of the "classical." (Writing-intensive.) Prerequisite, one course in art history or classics. (Same as Classics 261.) Maximum enrollment, 20. McEnroe.

[Spring 2008 01](#) (McEnroe J)

[266S] Art of the Islamic World.

The Near and Middle Eastern origins, the classical inheritance, and the Eastern and Western diffusion of Islamic civilization. Prerequisite, Art History 150 or one 200-level art history course.

282S Renaissance Art History.

An examination and reevaluation of Renaissance art. Topics include the relations between art and craft, the social functions of art, gender and ethnic stereotypes. McEnroe.

[Spring 2008 01](#) (McEnroe J)

285F Seventeenth-Century Art.

The internationalization of Italian Renaissance classicism in the Age of Expansion, beginning with its origins in Rome and continuing with its development in the new artistic capitals of southern, western and northern Europe. Emphasis on major figures such as Caravaggio, Rubens, Bernini, Velasquez, Poussin, Vermeer and Jones. R Carter.

[Fall 2012 01](#) (Carter R)

[286S] Art in the Age of the Enlightenment.

The 18th century in Europe and its overseas dominions seen as a watershed between a rational and an empirical attitude to nature and reality. The rococo, sentimental and picturesque/sublime traditions and their assimilation into neoclassicism. Attention given to the landscape garden and the decorative arts as well as architecture, painting and sculpture.

[Spring 2007 01](#) (Carter R)

288F Show and Tell: Comics and Graphic Narratives.

In Reading Comics, Douglas Wolk states "The cheap way of referring to them is "comics" or "comic books"; the fancy way is "graphic novels". Erasing these common prejudices, this class reinforces that comics is a sophisticated and complex medium that bears close affinities with art, film, and literature. This is an introductory study of comics across cultures and within global contexts—Tintin, Astro Boy, Wonder Woman, Watchmen and others—one that emphasizes visual narrative storytelling as well as the socio-political and visual trends that have shaped the powerful creative industry of comics. (Theory or Intermedia) (Same as Literature and Creative Writing 288.) N Serrano.

[290F] Facing Reality: A History of Documentary Cinema.

The history of cinema as representation and interpretation of "reality," focusing on nonfiction film and video from a variety of periods and geographic locales. Emphasis on the ways in which nonfiction films can subvert viewers' conventional expectations and their personal security. Forms to be discussed include the city symphony, ethnographic documentary, propaganda, nature film, direct cinema, cinéma vérité, the compilation film and personal documentary. (Same as Literature and Creative Writing 290 and Cinema and Media Studies 290.)

[292S] Modern Architecture: 1750 to the Present.

The origins of an essentially modern attitude toward architecture during the late 18th century and its development in the 19th and 20th centuries.

[Fall 2009 01](#) (Carter R)

293F Modernism into Contemporary Art.

Developments in European and American art from the beginnings of Modernism through the emergence of Contemporary Art. Topics include the effects of shifting social and gender roles on subject matter and audience, the hegemony of formalist aesthetics and avant-gardism, the relationship between art and popular culture, the role of the audience, and the role of art institutions. Considine.

[Fall 2009 01](#) (Pokinski D)

296F What is "Contemporary Art"?

Globalization and digital technology have changed the way art is made, distributed, and exhibited since 1989. Biennials, art fairs, museums of Contemporary art, and the Internet have expanded access, while threatening local diversity and art's independence from entertainment. Narratives of modernism and post-modernism no longer predominate, yet comparable critical and historical frameworks have yet to emerge in their stead. We will examine recent attempts by scholars, critics and artists to define and historicize Contemporary art and students will develop their own analyses. (Writing-intensive.) Maximum enrollment, 20. Considine.

301F Cinema as Theory and Critique.

A history of alternatives to commercial movies, focusing on surrealist and dadaist film, visual music, psychodrama, direct cinema, the film society movement, personal cinema, the New American Cinema, structuralism, Queer cinema, feminist cinema, minor cinema, recycled cinema and devotional cinema. While conventional entertainment films use the novel, the short story and the stage drama as their primary instigations, experimental and avant-garde films are analogous to music, poetry, painting, sculpture and collage. Not open to first-year students. (Same as Cinema and Media Studies 301 and Literature and Creative Writing 301.) MacDonald.

[313F] Seminar Religion and Modern Art.

Investigates the ways religious traditions have continued to influence the visual arts into the modern and postmodern periods. Topics range from the theosophical inclinations of Kandinsky and Mondrian to the mystical inclinations of abstract expressionism, from the "blasphemous" images of Ernst and Dix to the meditational video work of Gary Hill and Bill Viola. Media covered

include painting, sculpture, video, architecture, and film. Recent exhibitions such as "Negotiating Rapture," "Traces du Sacre" and "The Third Mind" will be discussed. Prerequisite, one course in religious studies or art history. Includes mandatory two-day trip to NYC. (Same as Religious Studies 313.) Maximum enrollment, 12.

[319F] Text/Image in Cinema.

Focus on the ways in which the histories of film and literature have intersected. Discussion of implications of adapting narrative and dramatic fiction to the screen. Also evokes the history of the use of visual text in film — in titles, intertitles, subtitles, credits — as a background for exploration of the wide range of creative uses of visual text evident in the work of independent filmmakers. Filmmaker guests will be invited to talk about their work. Prerequisite, one course in literature or film. (Same as Literature and Creative Writing 319.)

[328S] Artists' Books and Sacred Texts.

This course looks at the ways books have been used in creative ways in the western religious traditions. This includes artistic books, illustrated manuscripts, and varieties of Bibles, Qurans, Torahs, and other sacred scriptures. We examine a history of "The Book," including technological developments in printing and bookbinding, and how these artistic aspects influence beliefs and practices. Course will include projects in which students will create their own books. (Writing-intensive.) Prerequisite, One course in religious studies or art history, or consent of the instructor. (Same as Religious Studies 328.) Maximum enrollment, 12.

330F Theory and Methods in Art History.

Changing interpretations of art from the Renaissance to the present: biography, connoisseurship, formalism, iconology, feminist and postmodern theory. (Writing-intensive.) Prerequisite, one 200-level course in art history. Maximum enrollment, 20. McEnroe.

[Fall 2013 01](#) (McEnroe J)

[340S] The Arts of Zen Buddhism.

An in-depth investigation of the rich and diverse forms of artistic practice associated with Zen Buddhism, a tradition introduced from India to China in the sixth century and transmitted to Japan at the end of the 12th and beginning of the 13th centuries. Topics include Zen history, doctrine and practice, aesthetics and theory of art, symbols and metaphors, themes and genres of painting, art of writing, architecture and gardens of Zen monasteries. (Writing-intensive.) Prerequisite, 154, 254, 258 or consent of instructor. Maximum enrollment, 20.

[350F] Gender Issues in Art History.

Examination of the role of gender in the production and content of art in the Western tradition. Special attention to the challenges facing women artists, the role of images in constructing and reinforcing gendered identities, the impact of feminist and gender-based scholarship. (Writing-intensive.) Prerequisite, one course in art history. Maximum enrollment, 20.

[Fall 2009 01](#) (Pokinski D)

352S Contemporary Chinese Art in the Global Cultural Economy.

Examines the radical transformations in Chinese visual culture in the post-Mao era (1976-present): painting and calligraphy, sculpture and photography, installation and performance art. Topics include the impact of transnational forces of cultural and economic globalization, artistic expressions of cultural identity, historical memory, personal subjectivity and voice independent of the official government line, the rise of a Chinese avant-garde movement, art after Tiananmen, and the place of contemporary Chinese art within a global perspective. (Writing-intensive.) Prerequisite, 154, 293 or consent of instructor. Maximum enrollment, 20. Goldberg.

[359F] North American Architecture before the Civil War and the British North America Act.

A brief outline of architecture, planning and design in the Americas before Columbus, followed by a fuller discussion of the period of European colonization and the era of political independence. The Canadian experience will be included. Field trips to accessible sites. Prerequisite, 150, 151 or consent of instructor.

[Spring 2007 01](#) (Carter R)

365S Major Figures in Cinema.

Focus on crucial contributors to the wide world of cinema. The work of one, two, or three particular filmmakers, each from a different sector of the geography of cinema, will be examined in detail. Possible filmmakers include Alfred Hitchcock, James Benning, Ross McElwee, Stan Brakhage, Fritz Lang, the Coen brothers. Prerequisite, ARTH/CNMS/CPLIT 120; or ARTH/CNMS/CPLIT 290; or ARTH/CNMS/CPLIT 301; or permission of the instructor. (Same as Literature and Creative Writing 365 and Cinema and Media Studies 365.) MacDonald.

370F New Realisms: Art and Politics of the Everyday, 1957-68.

Realism in Europe and the Americas during the 1950s and 1960s in the context of decolonization, the Cold War, and the international spread of mass media and consumer culture. A focus on the changing relationship of art and "the real" was challenged by politics and the rise of mass media. Topics include new approaches to the readymade, the international spread of Pop art, Nouveau Réalisme and Capitalist Realism, the anti-art of the Situationist International, and the politicization of realism in the 1960s. Students will build an interactive website charting the geography of realism. (Writing-intensive.) Prerequisite, One 200-level Art History course. Maximum enrollment, 20. Considine.

[375S] Seminar: Religion, Art and Visual Culture.

What do the visual arts tell us about religions in ways that written texts alone cannot? How do religious practices actually train

religious people to see? Such questions will begin our examination of various media (including painting, calligraphy, architecture, film, and comics) in conjunction with various religious traditions (Christianity, Islam, Judaism, Hinduism, Buddhism). Prerequisite, One course in either art history or religious studies. Required weekend field trip to New York City. (Same as Religious Studies 375.) Maximum enrollment, 12.

[401F] Seminar in East Asian Art.

Selected topics in Chinese and Japanese art. (Writing-intensive.) Prerequisite, one course in Asian art history or consent of instructor. Maximum enrollment, 12.

[406S] Seminar in Modern and Contemporary Art.

Topics in modern and contemporary art and historiography. (Oral Presentations.) Prerequisite, 293. Maximum enrollment, 12.

[490S] Seminar: History of Design and the Decorative Arts.

Study of style and social function in the arts of design, with special emphasis on furniture and interior design. Student presentations may include such media as ceramics, glass, metalware and textiles. Visits to public and private collections. (Writing-intensive.) Prerequisite, 285 or consent of instructor. Maximum enrollment, 12.

[Spring 2012 01](#) (Carter R)

[491S] Seminar in Neo-Classicism.

Art around 1800 seen as a watershed between Renaissance humanism and modernism. Topics include the reinvesting of old forms with new meanings, the reevaluation of myth and symbol, the aesthetic dilemma of industrialization, and archaeology and the romanticization of the past and future. (Writing-intensive.) Prerequisite, 285. Maximum enrollment, 12.

[Spring 2010 01](#) (Carter R)

500S Senior Project.

For senior concentrators. Exploration and discussion of art history topics; presentations by department faculty; museum field trip; review of research, bibliographic and writing methods, culminating in a senior project supervised by a member of the department. Maximum enrollment, 20. Pokinski.

Asian Studies

Program Committee

Kyoko Omori, Director (Japanese)
Abhishek Amar (Religious Studies)
Lawrence Chua (Art History)
Steve Goldberg (Art History)
Masaaki Kamiya (Japanese)
Charlotte Lee (Government) (F/S)
John Person (History)
Lisa N. Trivedi (History)
Christopher Vasantkumar (Anthropology)
Zhuoyi Wang (Chinese)
Thomas A. Wilson (History)
Steven Yao (English)

The Asian Studies Program offers an interdisciplinary approach to studying the languages, cultures, and societies of Asia. Beginning with the class of 2015, concentrators select one of three study tracks: China Studies, Japan Studies, and India Studies. (Students in earlier classes may select the general Asian Studies track; students in the class of 2015 and after may choose a comparative track only with the permission of the program director.)

The program's concentration fosters an in-depth understanding of at least one Asian culture, and requires both (1) studying an Asian language (or testing out of this requirement through prior preparation), and (2) learning about Asian culture and society through courses in at least three of the following departments—Anthropology, Art History, Chinese, Japanese (linguistics, literature, and film), English, Government, History, Religious Studies, and Theatre. (For listings of courses that satisfy the culture and society requirement, see the bottom of this page.)

The concentration requires completion of study of an Asian language to the level of 140. Students may select from relevant languages taught at the College in the EALL department (i.e., Chinese and Japanese) or in the Critical Languages Program (i.e., Hindi). Language courses numbered 140 and above may be counted toward the 7 core courses. Concentrators who come to the College with knowledge of an Asian language may be able to test out of this requirement.

Building upon this interdisciplinary approach, Asian Studies concentrators are well-prepared for study in an Asian country. In the senior year, concentrators draw together their knowledge from coursework and experiences in Asia to complete senior projects.

A concentration in Asian Studies consists of nine courses distributed among at least three departments. These courses should be selected according to the requirements listed below. Honors in Asian Studies will be awarded to concentrators with at least an 3.3 (88) average in the concentration and who complete 550 with a grade of at least A-.

A minor in Asian Studies consists of five courses, including 180 and four electives approved by the program director.

Students double majoring in Asian Studies and East Asian Languages and Literatures (EALL) may use upper-level Chinese or Japanese language courses to satisfy the Asian Studies requirements, providing they are not used to count toward the EALL concentration.

Beginning with the class of 2015, there are three tracks within the Asian Studies concentration: China Studies, Japan Studies, and India Studies. Ordinarily, students choose to focus their coursework and language study in one of these three regional areas. Students with thematic interests in Asia may pursue a comparative course of study in consultation with the Director. A partial list of courses regularly offered in each of these three areas follows a list of requirements for each track.

China Studies track

1. 180F Exploring Culture in the Great Cities of Asia.
2. Asian Language: The completion of intermediate language study, Chinese 140. In consultation with the program director, students may fulfill this requirement through appropriate language study abroad or through an intensive summer program. Chinese language courses numbered 140 and higher may be used to meet this requirement. (Language courses numbered 140 and above may also be counted toward the 7 core courses.) Students are strongly encouraged to pursue advanced language courses beyond the intermediate level.
3. Core Courses: In consultation with the program director, students design their concentration through the completion of seven courses chosen from at least two departments. Besides Asian Studies 180, one other 100-level course may be counted toward the concentration. At least three of these courses should be at the 300 level or above.
4. Senior Project: Students complete the senior project by enrolling in AS 550F.

Japan Studies

1. 180F Exploring Culture in the Great Cities of Asia.
2. Asian Language: The completion of Japanese 140. In consultation with the program director, students may fulfill this requirement through appropriate language study abroad or through an intensive summer program. Japanese language courses numbered 140 and higher may be used to meet this requirement. (Language courses numbered 140 and above may also be counted toward the 7 core courses.) Students are strongly encouraged to pursue advanced language courses beyond the intermediate level.
3. Core Courses: In consultation with the program director, students design their concentration through the completion of seven courses chosen from at least two departments. One of the core courses for any student in the Japan Studies track must be Japanese 150S; no more than two 100-level courses may be counted towards the concentration. At least three of these courses should be at the 300 level or above.
4. Senior Project: Students complete the senior project by enrolling in AS 550F.

India Studies

1. 180F Exploring Culture in the Great Cities of Asia.
2. Asian Language: The completion of intermediate level Hindi, offered through Critical Languages. (Language courses numbered 140 and above may also be counted toward the 7 core courses.) In consultation with the program director, students may fulfill this requirement through appropriate language study abroad or through an intensive summer program. Hindi language courses numbered 140 and higher may be used to meet this requirement. Students are strongly encouraged to pursue advanced language courses beyond the intermediate level.
3. Core Courses: In consultation with the program director, students design their concentration through the completion of seven courses chosen from at least two departments. Besides Asian Studies 180, one other 100-level course may be counted toward the concentration. At least three of these courses should be at the 300 level or above.
4. AS 550F Senior Project.

China Studies

Anthropology

- 232 Comparative Ethnographic Study of Asia
- 248 Peoples of China
- 338 The Anthropology of Globalization and Transnationalism

Art History

- 154 Arts and Cultures of Asia
 - 248W Paths to Enlightenment: The Art and Architecture of Buddhism
 - 258 Political Power and Cultural Authority: The Arts of China
 - 340 The Arts of Zen Buddhism
 - 352 Contemporary Chinese Art in the Global Cultural Economy
- ### *East Asian Languages and Literatures - Chinese*
- 150 Chinese Culture, Society and Language
 - 200 Advanced Chinese I
 - 203S Women in Chinese Literature
 - 205 Modern China Through Film
 - 210 Modern and Contemporary Chinese Literature: Traditions and Modernists
 - 215 Chinese Literature in Translation
 - 220 Advanced Chinese II
 - 230 Translation Workshop
 - 320 Chinese Press and Television
 - 360 Readings in Modern Chinese Literature
 - 400 The Changing Face of China
 - 420 Selected Readings in China's Post-Cultural Revolution Era
 - 425 Current Issues in Contemporary China
 - 430 Masterpieces of Chinese Literature
 - 445 Classical Chinese Language and Culture
 - 450 Remembering the Chinese Revolution through Film
 - 470 History of Chinese Language
 - 490 Advanced Readings in Chinese Literature, History and Philosophy

Government

- 211 Politics in China
- 329 Authoritarian Politics

History

- 180 Exploring Culture in the Great Cities of Asia
- 235 Women in Modern Asia
- 280 Chinese Culture in Imperial Times
- 285 Modernity and Nationhood in China
- 305 Nomads, Conquerors and Trade: Central and Inner Asia
- 333 Philosophical Masters of Ancient China
- 337 Confucian Traditions
- 309 Seminar on Asian Temples in a Virtual World

363 Seminar: Colonial Encounters in Asia
396 History of Gods
Religious Studies
208 *The Dao and Its Power*
225 *Buddhist Worlds in the USA*
425 *Seminar in Mahayana Buddhism*
Theatre
255 *Asian Performance: The Exotic Body*

Japan Studies

Anthropology
232 Comparative Ethnographic Study of Asia
268 Japan Inc.: Hierarchy, Power and Resistance
Art History
248W Paths to Enlightenment: The Art and Architecture of Buddhism
340 The Arts of Zen Buddhism
Comparative Literature
356 Introduction to Japanese Film
East Asian Languages and Literatures - Japanese
150 Introduction to Japanese Culture and Language
200-220 Advanced Japanese
205 Topics in Japanese Linguistics
219 Pragmatics and Language Acquisition
235 Love, Family and Loneliness in Modern Japanese Literature
239 Modern Life and War in Japanese Literature
255 The languages of East Asia
263 Deconstructing Orientalism: Representations of Japan in Popular Culture
401 Selected Readings in Japanese
402 Japanese Textual Analysis and Translation
History
180 Exploring Culture in the Great Cities of Asia
235 Women in Modern Asia
270 Emperor, Courtier and Samurai in Japan
283 A Modern History of Japan: From Samurai to Salaryman, 1800-1989
309 Seminar on Asian Temples in a Virtual World
360 Mythical Histories in China and Japan
363 Seminar: Colonial Encounters in Asia
396 History of Gods
Religious Studies
225 *Buddhist Worlds in the USA*
305 *The World of Zen*
425 *Seminar in Mahayana Buddhism*
Theatre
255 *Asian Performance: The Exotic Body*

India Studies

Anthropology
220 Contemporary Politics and Culture in India
232 Comparative Ethnographic Study of Asia
Art History
154 Arts and Cultures of Asia
245 Hindu, Buddhist and Islamic Arts of India
248W Paths to Enlightenment: The Art and Architecture of Buddhism
266 Art of the Islamic World
History
180 Exploring Culture in the Great Cities of Asia
220 Culture & Politics of India
239 The Making of Modern India, 1526-1947
247 "Cracking India:" Historical and Literary Perspectives on Partition
305 Nomads, Conquerors and Trade: Central and Inner Asia
309 Seminar on Asian Temples in a Virtual World
363 Seminar: Colonial Encounters in Asia
375 Gandhi: His Life and Times
396 History of Gods
Religious Studies
122 *Encountering Hinduism*

143 *Sacred in South Asia*
144W *Indian Buddhism*
213 *Islam and Modernity in South Asia*
225 *Buddhist Worlds in the USA*
244 *Conflict & Coexistence in South Asia*
248W *Death, Dying and Afterlife*
256 *Islam and Modernity in South Asia*
405 *Seminar in Modern India and the West*
Theatre
255 *Asian Performance: The Exotic Body*
Asian Diaspora and Other Courses
History 124 *Silk Road*
English 283 *Introduction to Asian American Literature*

180F Exploring Culture in the Great Cities of Asia.

An interdisciplinary exploration of Asian cultures through cities in China, India and Japan from early times to the 20th century. Examines the history and geography of greater Asia; its diverse peoples and their philosophical and literary traditions; their religious and commercial practices; and their art. (Writing-intensive.) (Same as History 180.) Maximum enrollment, 20. Trivedi and Wilson.

[Fall 2010 01](#) (Wilson T, Amar A, Bradley F)

[Fall 2013 01](#) (Trivedi L, Wilson T)

[Fall 2014 02](#) (Wilson T, Trivedi L)

258F Performing Culture: Shamans, Tourists, and Cross-dressers.

Examination of performing arts across Asia from traditional theatre to contemporary pop culture, and how performance functions in society. Topics include shamanic rituals, "invented" traditions, tourism, cross-dressing, and other formations of sociocultural identities. The course will be open to first year students and have no prerequisites. (Same as Dance and Movement Studies 258 and Theatre 258.) Chuyun Oh.

550F Senior Project.

Seminar in which concentrators develop individually-designed research projects in consultation with the instructor and one other member of the Asian Studies Program Committee. Students discuss their ongoing research with their peers throughout the semester, culminating in formal presentations of the final projects – usually written – which demonstrate mastery of the methods of the study of Asia in one or more discipline. (Oral Presentations.) Prerequisite, at least one Asian Studies course offered at the 300-level. Maximum enrollment, 20. Program Director.

Biochemistry/Molecular Biology

Program Committee

Myriam L. Cotten, *Director* (Chemistry)

Wei-Jen Chang (Biology)

Jinnie Garrett (Biology)

Herman K. Lehman (Biology)

Michael L. McCormick (Biology)

The departments of Biology and Chemistry offer an interdisciplinary concentration in biochemistry/molecular biology (BMB). Prospective concentrators should elect both chemistry and biology in their first year. The concentration consists of 11 courses (and Math 113 and 114, or equivalent, as prerequisites for certain courses), including four courses in BMB, three courses in biology, three courses in chemistry and one course from a list of selected courses provided below. BMB courses must include 270, 346, 550 and one from 320, 321 or 322. Biology courses must include 101, 102 (or 115), and 248. Chemistry courses must include 120 (or 125), 190 and 255. Math 113 and 116, or equivalent, are prerequisites for BMB 320, 321 and 322. The elective course must be chosen from BMB 551, Biology 331, 357, 443 or 448, and Chemistry 320, 321, 322 or 360. BMB 550 satisfies the Senior Thesis requirement. A complete description of the Senior Program is available from the departments. Honors in BMB will be based on excellence in coursework and on the Senior Thesis.

270S Biological Chemistry.

A survey of the chemical and physical nature of biological macromolecules, including nucleic acids, proteins, lipids and carbohydrates; biochemistry of enzyme catalysis; bioenergetics and regulatory mechanisms. Principles and techniques of experimental biochemistry, focusing on isolation methods and techniques for analyzing structure and function. Three hours of class and three hours of laboratory. (Quantitative and Symbolic Reasoning.) Prerequisite, 190. (Same as Chemistry 270 and Biology 270.) Cotten.

[Spring 2007 01](#) (Elgren T)

320S Biophysical Chemistry.

A study of the fundamental concepts and principles of physical chemistry applied to biological systems. Topics include the spectroscopy, thermodynamics and kinetics of proteins and other biomolecules, and the use of this knowledge to explain the physical basis of biochemical properties. Prerequisite, 270 and Mathematics 114. Physics 105, 195 or 205 is recommended. (Same as Chemistry 320.) Cotten.

321F Physical Chemistry I.

A study of the fundamental concepts and principles of quantum chemistry. Topics include the fundamental postulates of quantum mechanics, the nature of the chemical bond, and applications of molecular quantum mechanics including spectroscopy and computational electronic structure methods. Laboratory focuses on experiments that lead to the development of quantum mechanics, on molecular modeling and on spectroscopy. Prerequisite, 125 or 190, Mathematics 114, Physics 105, 195 or 205. Three hours of lecture and three hours of laboratory. (Same as Chemistry 321.) Van Wynsberghe.

322S Physical Chemistry II.

A study of the fundamental concepts and principles of thermodynamics and kinetics. Topics include statistical and classical thermodynamics, prediction of the direction and extent of chemical reactions, equilibrium, chemical kinetics, catalysis, and reaction rate theory. Prerequisite, 125 or 190, Mathematics 114, Physics 105, 195 or 205. The department recommends that students take 321 prior to 322. Three hours of lecture and three hours of laboratory. (Same as Chemistry 322.) West.

[Spring 2014 01](#) (Van Wynsberghe A)

346F Biochemistry.

The advanced study of biochemical pathways in living organisms, with emphasis given to gene regulation and metabolism of four major macromolecules: carbohydrates, lipids, proteins and nucleic acids. Includes in-depth discussion of contemporary developments in molecular biology and comprehensive training in molecular techniques. Three hours of class and three hours of laboratory. Prerequisite, 101 and 102, 115, or consent of instructor. (Same as Biology 346.) Chang.

550F,S Senior Thesis I.

A research project carried out in association with a faculty member. One course credit. Must be approved by May of the junior year. The Program.

551S Senior Thesis II.

A research project carried out in association with a faculty member. Includes written and oral presentations. Candidates for honors should elect both 550 and 551. Prerequisite, 550. One course credit. The Program.

Biology

Faculty

Wei-Jen Chang
David A. Gapp

Jinnie M. Garrett
Herman K. Lehman
Heather S. Mallory

Michael L. McCormick
Sue Ann Miller
William A. Pfitsch (*chair*)
Patrick D. Reynolds

Andrea K. Townsend

Special Appointment

Kenneth M. Bart

Ernest H. Williams

A concentration in biology consists of 12.5 credits, including 9.5 credits in biology, two credits in chemistry and one credit related to science in society. Biology courses must include 101 and 102 (or 115), at least four additional courses with laboratories, and 550 and 551. Chemistry courses must include 120 (or 125) and 190. The science and society course must be chosen from a list of courses provided by the department that discuss issues in public policy or ethics related to science or technology. With prior departmental approval, up to two credits may be transferred into the concentration from study off-campus. No more than one credit of independent study may be applied to concentration. Students preparing for graduate studies in biology should take at least one year each of calculus and organic chemistry and should have knowledge of statistics. Departmental honors are determined on the basis of distinguished achievement in coursework and in the Senior Thesis.

A minor in biology consists of five courses, which must include 101 and 102 (or 115) and at least one course at the 300 level or higher. The following courses do not count toward a concentration or minor in biology: 120, 150, 215, 216, 218, and 252. Biology 101 and 102 are open to juniors and seniors.

101F General Biology: Genetics and Evolution.

An introduction to the life sciences. The diversity of living organisms, the molecular basis of life, the mechanisms of inheritance, and the process and patterns of evolution. Three hours of class and three hours of laboratory. (Quantitative and Symbolic Reasoning.) Maximum enrollment, 60. The Department.

102S General Biology: Cells to Ecosystems.

An introduction to the life sciences with a focus on how structure promotes function at cellular, organismal, and ecosystem levels of organization. Three hours of class and three hours of laboratory. (Quantitative and Symbolic Reasoning.) Maximum enrollment, 60. The Department.

115F Biology: Fundamentals and Frontiers.

One semester introduction to the study of biology at the college level for students with a strong background in biology and chemistry. From the regulation of bacterial behavior to the complexity of animal endocrine and nervous systems, all organisms perceive and respond to chemical signals. Whether in microbes, plants or animals, regulation of growth, metabolism and reproduction depends on the appropriate coordinated action of chemical messengers. This course examines the biological role of chemical sensing and signaling. Three hours of class/discussion and three hours of laboratory. (Quantitative and Symbolic Reasoning.) (Proseminar.) Prerequisite, high school AP Biology score of 4 or 5 or consent of department. Maximum enrollment, 32. Gapp and McCormick.

[120S] Female Biology.

An opportunity for non-science majors to learn more about themselves by engaging in topics that are part of several biology courses. Selected biological topics and concepts are considered using human and non-human female examples. Discussion of body organization is supplemented with limited dissections. Three hours of class, discussion, presentation and some laboratory experiences. May not be counted toward the concentration or the minor. (Oral Presentations.)

[Spring 2009.01](#) (Miller S)

150F Environmental Science and Society.

An introduction to environmental science. Emphasis on scientific understanding of the causes and implications of, and potential solutions for, problems that result from human interactions with the environment. Current environmental problems examined from an ecological perspective. (Same as Environmental Studies 150.) W Pfitsch.

[180S] Tropical Field Studies.

Study of the environment, ecology and human-environment interactions of Belize. 75 minutes of class per week and required Spring Break field trip. Extra cost. One-half course credit. Maximum enrollment, 16.

200S Scientific Digital Imaging.

An introduction to digital imaging techniques used to acquire, enhance and derive quantitative information from a variety of image sources. Use of Adobe Photoshop and other software to produce publication-quality images and extract data from digital images. Topics include digital photography, artifact removal, 3D rendering and quantitative analysis. Prerequisite, two science courses. Maximum enrollment, 12. Bart.

212S Introduction to Bioinformatics.

An introduction to the study of both prokaryotic and eukaryotic genome structures and molecular evolution. Topics also include surveys of different “omics” (e.g. proteomics, metabolomics, ...) and their application toward medicine. Three hours of lectures and three hours of laboratory. Prerequisite, 101, 102, or 115. Not open to students who have taken 443 Maximum enrollment, 16. Wei-Jen Chang.

[215F] Genetics and Society.

Study of the science of genetics with particular focus on its application in society, e.g., in medicine and agriculture. Discussion of the social, ethical and legal issues arising from the Human Genome Project. Three hours of class and occasional time in lab. May not be counted toward the concentration or the minor, and not open to students who have completed 248.

[Fall 2007 01](#) (Garrett J)

216S Introduction to Public Health.

A multidisciplinary examination of the facets that underlie determinants of our collective health. The history of public health and core public health sciences, including: the biomedical basis of disease; analytical methods; social, behavioral and economic factors; environmental issues; and the future of public health. Three hours of class. May not be counted toward the concentration or the minor. Lehman.

[218F] Industrial Ecology.

The science of sustainability. Using a variety of tools students will assess the total environmental impact associated with the manufacturing, use and disposal of a variety of common consumer goods. Key concepts to be introduced include life-cycle analysis, eco-design, product stewardship, product dematerialization, industrial metabolism and industrial symbiosis. Popular strategies for reducing the environmental burden of industrial activities will also be examined. (Proseminar.) Prerequisite, any 100-level course in science, government or economics. May not be counted toward the concentration or the minor in biology. (Same as Geosciences 218 and Environmental Studies 218.) Maximum enrollment, 24.

221S Microbiology.

Introduction to microorganisms, including bacteria, archaea, single-cell eukaryotes (yeast, algae, protozoa) and viruses, with an emphasis on prokaryotic metabolism and ecology. Basic laboratory techniques, including isolation, cultivation and identification of microbes. Three hours of class and three hours of laboratory. Prerequisite, 101 and 102, or 115 and Chemistry 120 or 125, or consent of instructor. McCormick.

222S Anatomy, Histology and Biomedical Terminology.

Thoughtful dissection to understand functional gross anatomy with related basic histology and biomedical terminology. Mammalian-human emphasis. Three hours of class and three hours of laboratory. (Oral Presentations.) Prerequisite, 101 and 102, or 115, or consent of instructor. Maximum enrollment, 18. Miller.

[Spring 2014 01](#) (Miller S)

228F Invertebrate Biology.

Survey of animal diversity, including marine and freshwater fauna, parasites, insects and the origin of vertebrates. Emphasis on morphology, physiology, ecology and evolution. Three hours of class, three hours of laboratory. Prerequisite, 101 and 102, or 115, or consent of instructor. The Department.

[Fall 2004 01](#) (Reynolds P)

237F Ecology.

The relationships among living organisms and their physical environment, population growth and regulation, interspecific interactions, community and ecosystem structure and function, and biogeography. (Writing-intensive.) Prerequisite, 101 and 102, or 115, or consent of instructor. Three hours of class and three hours of laboratory or field exercises. Maximum enrollment, 20. Townsend.

240F Plant Diversity.

Evaluation of the diversity of form and function of vascular and non-vascular plants in an evolutionary context. Field exploration of the diversity of local plant communities. Laboratory and greenhouse study of external and internal structure of terrestrial plants. Three-hours class and three hours of laboratory or field exercises. (Writing-intensive.) (Oral Presentations.) Prerequisite, 101 and 102, or 115, or consent of instructor. Maximum enrollment, 20. Pfitsch.

248S Genes and Genomes.

Study of the structure and function of genetic material using classical, molecular and genomic analyses. Consideration of the social, medical and agricultural applications of genetic technologies. Three hours of class and three hours of laboratory. Prerequisite, 101 and 102, or 115, or consent of instructor. Maximum enrollment, 32. Martens.

[Spring 2007 01](#) (Garrett J)

252S Gender and Science.

Critical examination of the intersections between gender and science. Consideration of women's roles as scientists both historical and in the present, the role of science in defining gender, and the feminist critique of science. Particular focus on women's reproductive health and molecular medicine. Prerequisite, WMNST 101 and one course in a science discipline. Counts for the Biology Ethics requirement only not for the major. (Same as Women's Studies 252.) Jinnie Garrett.

260S Geomicrobiology.

Interaction of microbes and minerals from early in Earth's history to the present day. Emphasis on the diverse habitats of bacteria and archaea, mineral biogenesis and dissolution, and the roles that microorganisms play in geochemical cycles. Special topics will include geochemical influences on microbial evolution and community structure, life in extreme environments and the role of geomicrobiology in restoration of contaminated environments. Three hours of class and two hours of laboratory/discussion. Required weekend field trip. Prerequisite, Biology 102 or 115, or Principles of Geoscience or consent of instructor. (Same as Geosciences 260.) The Department.

[Spring 2007 01](#) (McCormick M)

[262S] Geomicrobiology of Antarctica.

The habitats of bacteria and archaea in Antarctica and the roles that these microorganisms play in geochemical cycles. Particular emphasis on the adaptations of microbes to the extreme environmental conditions of Antarctica. Special topics will include geochemical influences on microbial evolution and community structure, biogeography of microbes and life in extreme environments Prerequisite, Either an introductory course in Biology (101, 102 or 115) or Principles of Geoscience. One semester of chemistry is desirable but not required. 0.5 credit (Same as Geosciences 262.)

270S Biological Chemistry.

A survey of the chemical and physical nature of biological macromolecules, including nucleic acids, proteins, lipids and carbohydrates; biochemistry of enzyme catalysis; bioenergetics and regulatory mechanisms. Principles and techniques of experimental biochemistry, focusing on isolation methods and techniques for analyzing structure and function. Three hours of class and three hours of laboratory. (Quantitative and Symbolic Reasoning.) Prerequisite, 190. (Same as Chemistry 270 and Biochemistry/Molecular Biology 270.) Cotten.

[Spring 2007 01](#) (Elgren T)

280F Plant Function and Structure.

Study of how physiology and anatomy enable plants to make a living. Consideration of how plant structures facilitate photosynthesis, uptake and transport of water and nutrients, and the survival of environmental stress. Investigation of environmental influences on plant growth and development. Three hours of class and three hours of laboratory. (Quantitative and Symbolic Reasoning.) (Oral Presentations.) Prerequisite, 101 and 102, or 115, or consent of instructor. William Pfitsch.

290F Paleontology.

A study of the history of life, evolution and the fossil record. Topics include the general principles of paleontology, nomenclature, taxonomy, identification techniques, fossilization processes, plants, microfossils, invertebrates and vertebrates. Three hours of class and three hours of laboratory with field trips. Prerequisite, Principles of Geoscience. (Same as Geosciences 290.) Maximum enrollment, 24. C Domack.

298F,S Biology Research.

Independent research under the supervision of a faculty member. May be repeated for credit. Students may count up to one credit of biology research toward the concentration. One-quarter, one-half, or one credit per semester. No senior concentrators. Prerequisite, Instructor's permission. The Department.

[325] Immunology.

Examination of the molecular cell biology underlying development and function of the immune system. Emphasis on the recognition of pathogens, the co-evolution of host and pathogen, and the immunological basis of human disease as studied by modern techniques. Includes discussion of the normal function of the immune system as well as infectious disease, autoimmune disorders, allergic disorders, immunodeficiency syndromes, transplantation, vaccination and cancer. Three hours of class and three hours of laboratory. Prerequisite, 101 and 102, or 115. Not open to students who have taken 460.

330S Neural Plasticity.

An analysis of the anatomical, physiological and chemical changes that occur in the nervous system as a function of experience

and development. Laboratory work includes intracellular and extracellular recording from muscle cells and neurons. Three hours of class and three hours of laboratory. (Oral Presentations.) Prerequisite, 204 or 205 or Biology 102 or 115. (Same as Psychology 330 and Neuroscience 330.) Maximum enrollment, 18. Weldon.

331S Vertebrate Physiology.

Fundamentals of vertebrate physiology, emphasizing the functional and homeostatic controls that regulate nerve and muscle tissue, and the cardiovascular, respiratory, renal and endocrine systems. Three hours of class and three hours of laboratory. (Writing-intensive.) Prerequisite, 101 and 102, or 115, junior standing or consent of instructor. Maximum enrollment, 20. Gapp.

333F Human Development.

Study of developing form and function and the cellular and molecular aspects that influence embryogenesis. Laboratory emphasizes microscopy using standard examples from vertebrate and invertebrate development with observation of live embryos. Three hours of class and three hours of laboratory. (Oral Presentations.) Prerequisite, 101 and 102, or 115, or consent of instructor. Maximum enrollment, 18. Miller.

[Fall 2012 01](#) (Miller S)

[Fall 2013 01](#) (Miller S)

[Fall 2015 01](#) (Miller S)

[340F] Plant Physiology.

The physiology of flowering plants. Includes plant growth and development, photosynthesis, mineral nutrition, water relations and stress physiology. Three hours of class and three hours of laboratory. Prerequisite, 101 and 102, or 115, or consent of instructor.

[Spring 2004 01](#) (Pfitsch W)

341S Animal Behavior.

Examination of animal behavior from an evolutionary perspective. Topics include how animals forage for food, choose a place to live, defend themselves from predators, communicate with others, choose mates, raise young, and interact socially. Laboratory focus on experimental design and the use and practice of the scientific method through observations of live animals. Three hours of class and three hours of laboratory. Prerequisite, 101 and 102, or 115. Mallory.

346F Biochemistry.

The advanced study of biochemical pathways in living organisms, with emphasis given to gene regulation and metabolism of four major macromolecules: carbohydrates, lipids, proteins and nucleic acids. Includes in-depth discussion of contemporary developments in molecular biology and comprehensive training in molecular techniques. Three hours of class and three hours of laboratory. Prerequisite, 101 and 102, 115, or consent of instructor. (Same as Biochemistry/Molecular Biology 346.) Chang.

352F Scanning Electron Microscopy and X-Ray Microanalysis.

Theory, practice and application of the scanning electron microscope and energy dispersive X-ray microanalysis to selected research projects. Prerequisite, two laboratory courses in science. (Same as Geoscience 352). Open to juniors and seniors with consent of instructor. Bart.

[Fall 2007 01](#) (Bart K)

355F Molecular Methods in Microbial Ecology.

Research project based introduction to molecular methods for assessing the diversity and activity of microorganisms in natural and engineered environments. A workshop format class with emphasis on quantitative measurement of environmental variables in microbial habitats (environmental chemistry), diversity of microbial metabolic strategies, and DNA based characterization of bacterial and archaeal communities. Three hours of class. Required weekend field trip. Prerequisite, 101, 102 or 115, Chemistry 120 or 125 or consent of instructor. Maximum enrollment, 12. McCormick.

357F Cellular Neurobiology.

A study of the fundamental functions of eukaryotic cells. The interrelationships of cellular structure and function, the cell cycle, protein trafficking and cellular communication will be examined through the study of neurons, the basic unit of the nervous system. Additional topics will include specialized activities of neurons. Three hours class and three hours of laboratory. Prerequisite, 101 and 102, 115, or consent of instructor. (Same as Neuroscience 357.) Lehman.

[380] Parasitology.

A survey of eukaryotic parasites (excluding bacteria and viruses) of humans and other animals. Morphology, classification, pathology and diagnosis of medically important parasites will be discussed, as will ecological and evolutionary aspects of parasites in human and non-human hosts. Laboratory exercises will include examination of preserved material as well as dissection of invertebrate and small vertebrate hosts to collect, examine and preserve live parasites. Three hours of class and three hours of laboratory. Prerequisite, 101 and 102, or 115, or consent of instructor. Maximum enrollment, 32.

[437S] Seminar in Tropical Ecology.

In-depth study of basic and applied topics in tropical ecology including biodiversity and the structure and function of tropical ecosystems. Discussion of readings from the literature. (Oral Presentations.) Prerequisite, 237 or consent of instructor. Maximum enrollment, 12.

441F Seminar in Evolutionary Biology.

Study of natural selection, behavioral evolution, genetic variability, molecular evolution, speciation and macroevolution. Discussion of readings from the literature. (Writing-intensive.) (Oral Presentations.) Prerequisite, 101 and 102, or 115, and junior standing. Maximum enrollment, 12. E Williams.

[Fall 2015 01](#) (Williams E)

442F Seminar in Cancer Biology.

Cancer kills millions of individuals worldwide each year. It is a complex disease that takes on many forms and we are only beginning to understand the mechanisms involved for tumorigenesis. This seminar will explore cancer epidemiology, the molecular mechanisms of tumorigenesis, and the moral and ethical implications stemming from cancer research. Prerequisite, 101 and 102, or 115, and junior standing. Maximum enrollment, 12. Mark Sasaki.

443S Seminar in Bioinformatics.

Study of computer-based approaches to molecular investigations: sequence variation, molecular evolution, functional and comparative genomics, and computational biology. Both literature-based lecture and training on the use of bioinformatic software are included. Prerequisite, 101 and 102, or 115, or consent of instructor. 215, 248 or 346 recommended. Chang.

444F Seminar: Evolutionary Medicine.

An in-depth discussion of human diseases from an evolutionary perspective. Topics include proximate versus ultimate causation, reproduction, nutritional and metabolic adaptations, defense, behavior and social organization, evolutionary principles applied to medical practice. Three hours of discussion of papers and topics. Prerequisite, 101 and 102, or 115. Maximum enrollment, 12. Cynthia Downs.

448F Seminar in Molecular Genetics.

Study of the molecular mechanisms of inheritance through critical analysis of recent literature in molecular genetics. Emphasis on the scope and limitations of the genetic approach for studying biological processes. Three hours of lecture/discussion. Prerequisite, 248, or 346, 357, 443, or consent of instructor. Maximum enrollment, 12. Martens.

449F Seminar in Animal - Plant Interactions.

Study of the ongoing co-evolutionary arms race between plants and animals, covering interactions such as herbivory, pollination, and fruit and seed dispersal. Literature focused on current issues including the pollinator crisis, genetically-modified organisms, invasive species, and global climate change. Prerequisite, 101 and 102, or 115, or consent of instructor. Maximum enrollment, 12. Mallory, H.

451S Seminar in Global Change Ecology.

Study of the ecological, physiological, behavioral, and evolutionary responses of organisms to environmental change. Current research on global climate change, changing species distributions, extinctions and invasions, emerging infectious diseases, urbanization, pollution, and mitigation potential will be explored. Discussion of readings from the literature. Prerequisite, 237 or consent of instructor. Maximum enrollment, 12. Andrea Townsend.

[460] Seminar in Immunobiology.

Examination of the molecular cell biology underlying development and function of the immune system. Emphasis on the recognition of pathogens, the co-evolution of host and pathogen, and the immunological basis of human disease as studied by modern techniques. Case studies describing infectious diseases, autoimmune disorders, allergic disorders, immunodeficiency syndromes, transplantation, and cancer will be discussed. Lecture and discussion focused on readings from the literature. Prerequisite, 101 and 102, or 115. Maximum enrollment, 12.

550F Senior Thesis I.

An intensive library and laboratory or field research project carried out in association with a faculty member. (Oral Presentations.) Prerequisite, acceptance by the department of a written proposal. Maximum enrollment, 6. The Department.

551F,S Senior Thesis II.

Completion and presentation of the senior research project. Includes written and oral presentation. (Oral Presentations.) Prerequisite, 550. One-half credit. Maximum enrollment, 6. The Department.

552F,S Senior Thesis III.

A continuation of the senior research project for a more in-depth study of special topics in biological research. Open to students whose project in 550 warrants additional investigation. To be taken concurrently with 551. Prerequisite, 550 and consent of instructor. One-half credit. The Department.

Chemical Physics

Faculty

Ann J. Silversmith (Physics)

Gordon L. Jones (Physics)

Adam W. Van Wynsberghe, *Director* (Chemistry)

The departments of Chemistry and Physics jointly offer a concentration in chemical physics. The concentration consists of 10 courses in chemistry and physics, which include Chemistry 120 or 125, 190, 321 and 322; Physics 190, 195, 290 and 295. Students must also complete a course in research methods in one of the departments, either Chemistry 371 or Physics 390, followed by a Senior Project, chosen in consultation with the committee, in the appropriate department. Mathematics 113 and 114 are required for 200-level classes in physics and 300-level classes in chemistry. Honors in chemical physics is based on outstanding work in courses and in the Senior Project.

Chemistry

Faculty

Karen S. Brewer
Myriam L. Cotten
Daniel Griffith (f,s)
Max M. Majireck
Ian J. Rosenstein, Chair (F)
Joseph West (f,s)
Adam W. Van Wynsberghe

Special Appointment

Robin Kinnel

A concentration in chemistry consists of eight courses: 120 or 125; 190; 255; one additional 200-level course; 321 or 322; 371; one additional 300- or 400-level course; and 551. In addition, two semesters of calculus and two semesters of physics (calculus-based physics recommended) are prerequisites for 321 and 322. Students who are considering a concentration in chemistry are strongly encouraged to enroll in 120 or 125 in their first semester.

Students who plan to pursue graduate work or employment in chemistry or a related science are encouraged to satisfy the requirements for a degree certified by the American Chemical Society (ACS). In order to qualify for an ACS certified degree, students must take 270 and either 265 or 423 and must take an additional elective course at the 300- or 400-level, in addition to satisfying all other concentration requirements. Students who plan to attend graduate school in chemistry or chemically related fields are advised to take both 321 and 322. We invite all interested students to attend the departmental seminar series, which is a required part of 371, 551 and 552. Departmental honors are determined on the basis of distinguished coursework in chemistry and in the Senior Thesis.

A minor in chemistry consists of five courses: 120 or 125; 190; 255; 321 or 322; and one additional course at the 200-level or above. The minimum requirement in chemistry for preparation for medical school consists of 120 or 125; 190 and 255; and one additional course at the 200 level.

120F Principles of Chemistry.

Exploration of the central principles and theories of chemistry including stoichiometry, thermodynamics, equilibrium, reaction kinetics, and molecular structure and bonding. (Quantitative and Symbolic Reasoning.) Three hours of lecture and three hours of laboratory. Brewer and West.

[Fall 2014 01](#) (Brewer K)

125F Principles of Chemistry: Fundamentals to Applications.

Intended for students with strong preparation in chemistry and high motivation, the course explores central principles in the context of current issues, including human health and the environment. Main topics include the unifying concepts in chemistry and the use of those concepts to develop critical-thinking skills. A discovery-based lab component addresses analytical and chemical approaches to environmental chemistry and toxicology. (Quantitative and Symbolic Reasoning.) Three hours of class and three hours of laboratory. Two years of high school chemistry or equivalent required. Registration is open to first-year students only. Upperclassmen may enroll with instructor's consent. Maximum enrollment, 24. Van Wynsberghe.

190S Organic Chemistry I.

Structure and bonding of organic compounds and their acid-base properties, stereochemistry, introduction to reactions and reaction mechanisms of carbon compounds and the relationship of reactivity and structure. Three hours of class and four hours of laboratory. Prerequisite, 120 or 125. Griffith, Majireck, and Rosenstein.

[Spring 2007 01](#) (Rosenstein I)

255F Organic Chemistry II.

Chemistry of conjugated alkenes and aromatic and carbonyl compounds, emphasizing mechanism and synthesis; introduction to carbohydrate and amino acid chemistry. Three hours of class and four hours of laboratory. (Oral Presentations.) Prerequisite, 190. Griffith and Majireck.

[Fall 2007 02](#) (Rosenstein I)

265S Inorganic Chemistry and Materials.

Topics in inorganic chemistry, including periodicity and descriptive chemistry of the elements, electrochemistry, transition metal coordination chemistry, and the structure and properties of solid state materials. Laboratories emphasize synthesis and characterization of inorganic coordination compounds, electrochemistry, and inorganic materials. Prerequisite, 120 or 125. Three

hours of lecture and three hours of laboratory. Brewer.

[Spring 2014 01](#) (Brewer K)

270S Biological Chemistry.

A survey of the chemical and physical nature of biological macromolecules, including nucleic acids, proteins, lipids and carbohydrates; biochemistry of enzyme catalysis; bioenergetics and regulatory mechanisms. Principles and techniques of experimental biochemistry, focusing on isolation methods and techniques for analyzing structure and function. Three hours of class and three hours of laboratory. (Quantitative and Symbolic Reasoning.) Prerequisite, 190. (Same as Biochemistry/Molecular Biology 270 and Biology 270.) Cotten.

[Spring 2007 01](#) (Elgren T)

298F,S Chemistry Research.

Independent work in the research laboratory under supervision of a faculty member. Prerequisite, instructor's signature. May be repeated for credit, but not counted toward concentration requirements. Students may count up to one credit of chemistry research toward graduation. One-quarter, one-half or one credit per semester. No senior concentrators. The Department.

320S Biophysical Chemistry.

A study of the fundamental concepts and principles of physical chemistry applied to biological systems. Topics include the spectroscopy, thermodynamics and kinetics of proteins and other biomolecules, and the use of this knowledge to explain the physical basis of biochemical properties. Prerequisite, 270 and Mathematics 114. Physics 105, 195 or 205 is recommended. (Same as Biochemistry/Molecular Biology 320.) Cotten.

321F Physical Chemistry I.

A study of the fundamental concepts and principles of quantum chemistry. Topics include the fundamental postulates of quantum mechanics, the nature of the chemical bond, and applications of molecular quantum mechanics including spectroscopy and computational electronic structure methods. Laboratory focuses on experiments that lead to the development of quantum mechanics, on molecular modeling and on spectroscopy. Prerequisite, 125 or 190, Mathematics 114, Physics 105, 195 or 205. Three hours of lecture and three hours of laboratory. (Same as Biochemistry/Molecular Biology 321.) Van Wynsberghe.

322S Physical Chemistry II.

A study of the fundamental concepts and principles of thermodynamics and kinetics. Topics include statistical and classical thermodynamics, prediction of the direction and extent of chemical reactions, equilibrium, chemical kinetics, catalysis, and reaction rate theory. Prerequisite, 125 or 190, Mathematics 114, Physics 105, 195 or 205. The department recommends that students take 321 prior to 322. Three hours of lecture and three hours of laboratory. (Same as Biochemistry/Molecular Biology 322.) West.

[Spring 2014 01](#) (Van Wynsberghe A)

360F Organic Synthesis Toward Improved Human Health.

An investigation into the concepts of organic synthesis as applied to small molecule drug and probe development for the treatment and understanding of human disease. Emphasis will be placed on modern organic synthesis, medicinal chemistry, and chemical biology research aimed toward the realization of personalized therapeutics. The process of developing an original research proposal will be a primary mechanism to reinforce the concepts of this course. (Writing-intensive.) Prerequisite, Chem 255 (Chem 270 or Biology 346 strongly recommended.). Three hours of lecture. Maximum enrollment, 20. Majireck.

[Fall 2014 01](#) (Majireck M)

371F,S Research Methods in Chemistry.

Development of research skills in chemistry through a semester-long intensive laboratory project. Emphasis on laboratory work focusing on advanced synthetic techniques and spectroscopic characterization. Scientific writing, oral presentation skills and use of the chemical literature are also stressed. Six hours of laboratory and one hour of class. (Writing-intensive.) (Oral Presentations.) Prerequisite, 265 or 270. Maximum enrollment, 12. The Department.

[Fall 2013 01](#) (Brewer K,Rosenstein I)

393S Advanced Organic Chemistry I.

Spectroscopy and synthesis. Exploration of advanced techniques in spectroscopic identification of organic compounds, including mass spectrometry and two-dimensional NMR spectroscopy. Study of strategies for the synthesis of complex molecules with examples taken from the primary chemical literature. Offered in alternate years. Next offered Spring 2015. Prerequisite, 255. Rosenstein.

[412S] Advanced Organic Chemistry II.

Physical Organic Chemistry. Study of structure and bonding in organic compounds, stereochemistry and conformational analysis, the mechanisms of organic reactions and free radical chemistry with an emphasis on the exploration of experimental methods for probing reaction mechanisms. Taught primarily through readings from the primary literature. Offered in alternate years. Next offered Spring 2016. Prerequisite, 255.

[Spring 2007 01](#) (Rosenstein I)

423S Advanced Inorganic Chemistry.

Introduction to the chemical applications of group theory, including molecular structure and spectroscopy. Structure, bonding and reaction mechanisms of coordination and organometallic compounds with readings in the primary literature. Prerequisite, 321 or 322. Brewer.

[Spring 2014 75](#) (Brewer K)

551-552F,S Senior Project.

An intensive research project carried out in association with a faculty member, culminating in a thesis. Prerequisite, 371. Attendance at weekly departmental seminars is required. Candidates for honors should elect both 551 and 552. The Department.

Cinema and Media Studies

Program Committee

Martine Guyot-Bender (French; F 14; S15 Off Campus)

Steve Humphries-Brooks (Religious Studies)

Scott MacDonald (Art History)

Angel Nieves (Africana Studies; F 14 Off Campus; S 15 Director)

Kyoko Omori (East Asian Languages & Literatures)

Patricia O'Neill (English; F 14 Director; S 15 Off Campus))

Cinema and Media Studies is an interdisciplinary concentration that brings together courses involving historical and theoretical study and/or hands-on experience of photochemical, electronic and digital media. The focus of the concentration is to develop critical perspectives on visual representations and new technologies in terms of their aesthetic and cultural forms and expression of individual and collective visions.

A concentration in Cinema and Media Studies (CNMS) consists of nine courses: five core courses and four electives. These core courses include CNMS 120; one course on media or cinema theory or genre: CNMS 125, 201, 290, 301 or 330; one course in production: ART 113, ART 116, ART 213, MUSIC 277, THETR 130 or THETR 213, or alternative courses in production; World Cinemas (see list below); CNMS 500: senior seminar. Additionally, students take four electives in at least two of the three elective categories below; two of the electives must be at the 300 level or higher and only one can be at the 100 level. All interdisciplinary majors require careful planning since course offerings depend of the needs of individual departments. Honors in CNMS is awarded to concentrators with at least a 3.3 average in the concentration and who complete 550 with a grade of at least A-.

Beginning with the class of 2017 and forward, a minor in Cinema and Media Studies comprises five courses: CNMS 120; two core courses from two of the three categories: theory, production or world cinema; one elective in "Cinema and Arts and the Humanities" and one elective "Social Science and Modern Media."

REQUIRED COURSES (4 credits)

I. CNMS 120: Introduction to the History and Theory of Film – 1cr.

A general introduction to the wide world of cinema and cinema studies, focusing on crucial films from many cinematic traditions. Topics include the evolution of film from earlier forms of motion picture, the articulation and exploitation of a narrative language for cinema, the development of typical commercial genres, and the appearance of a variety of forms of critical cinema. Focuses on basic film terminology, with the cinematic apparatus and ongoing theoretical conversation about cinema and its audience (Same as Comparative Literature 120 and Art History 120).

II. ONE CREDIT IN THEORY OR GENRE (CHOICE AMONG THE FOLLOWING COURSES)

CNMS 125: Introduction to History and Theory of New Media.

ART/CPLIT/CNMS 201W: Introduction to Digital Humanities

ARTH/CPLIT/CNMS 290: Facing Reality: An Introduction to Documentary

ARTH/CPLIT/CNMS 301: Cinema as Theory and Critique

AFRST/CNMS 330: Digital History and New Media: Theories and Praxis.

III. ONE COURSE IN PRODUCTION (CHOICE AMONG THE FOLLOWING COURSES)

ART 116: Introduction to Photography

ART 213: Introduction to Video

MUSIC 277: Music for Contemporary media

THETR 130: Visual Story Telling

THETR 213: Lighting Design

Or other courses specifically involving production approved by the director of the concentration.

IV: WORLD CINEMAS

Taught in English:

CHNSE 205/CPLIT 205: Modern China Through Film

CPLIT/CNMS 202: African-Americans and Cinema

RSNST 169: Dreams, Visions and Nightmares: Introduction to Russian Film.

JAPN 356/CPLIT 356: Introduction to Japanese Film

And other courses dealing with the history of world cinemas.

Taught in the language of origin:

CHNSE 450: Chinese Revolution through Film (in Chinese)

FRNCH 350: Francophone Cinema (in French)

FRNCH 428: Cinematographic Memory (in French)

HSPST 223: Introduction to Hispanic Cinema (in Spanish)

HSPST 362: Literature on Film (in Spanish)

HSPST 371: Latin American History through Cinema (in Spanish)

V. ONE CREDIT FOR THE SENIOR SEMINAR

CNMS 500: Senior Seminar in Cinema and Media Studies

This course will be offered in the Fall Semester only. Students will explore and discuss topics that relate to both cinema studies and media studies. They will also develop individually-designed research projects through peer reviews and workshops. This seminar will be taught by the director of the Cinema and Media Studies program with collaboration from other faculty in Cinema and Media Studies. Students who achieve an average grade of 3.3 or better in all courses for the concentration and in the Senior Seminar will be encouraged to pursue an honors project in the Spring semester.

VI. ONE CREDIT FOR THE SENIOR HONORS PROJECT

CNMS 550: Senior Honors Project

The Senior Honors project in Cinema and Media studies allows students the opportunity to demonstrate independence, maturity, and mastery as emerging scholars and/or media producers. Honors projects require a written proposal or abstract with an annotated bibliography signed by the student's proposed advisor. The director in consultation with the Cinema and Media Studies faculty will approve proposals and assign a second faculty member to the student's advisory committee.

The honors project must be completed no later than April 30. Written theses should be 35-50 pages. Curatorial projects must result in a series of carefully contextualized events open to the college community and a 4-5 page reflection paper on the projects' challenges and achievements. Video projects must include 2-3 short (5-10 minute) works or one longer work (40 minutes maximum) and a 4-5 page reflection paper on the context and concepts that inform the project. Digital scholarship (hybrid works of textual/visual/ technical production) will be evaluated based on the quality of the research and presentation of the project and a 4-5 page reflection paper on the context, process, and results of the project. A public presentation of honors projects will be scheduled the last week of classes. A final grade of A- or better on the honor's project is necessary to receive honors in Cinema and Media Studies.

ELECTIVES (4 credits)

Students must complete four electives chosen from at least two categories out of the three categories below. At least two of these courses must be at the 300 level or above. No more than one course can be at the 100 level. An additional course chosen in the core courses (Genre, Production, or Regional Cinema) can be substituted for one of the electives below.

I. THE LITERARY AND THEATRICAL ARTS

Cinema and Media Studies students should understand the influence of literary and theatrical histories and forms on cinema, television, and other media.

CLASC 135: Film and the Classics

CPLIT 211: Readings in World Literature I

CPLIT 212: Readings in World Literature II

CPLIT/JAPN 239/339: Japanese Culture and Society From A(-Bomb) to (Dragon Ball)Z

CPLIT 258: Opera

CPLIT 285: Detective Story, Tradition and Experiment

CPLIT 297: Literary Theory

CPLIT 346: Comedy of Terror

ENCRW 215: Introductory Poetry and Fiction Workshop

ENGL 203: The Short Story

ENGL 204: Poetry and Poetics

ENGL 205: The Study of the Novel

ENGL 256: American Literature of the 19th Century

ENGL 266: Modernisms

ENGL 315: Literary Theory and Literary Studies

ENGL 353: Anglo-American Modernism

ENGL 375: Contemporary American Fiction

ENGL 380: The Graphic Novel

ENGL 474: Major African American Narratives

THETR 212: Scene Design

THETR 214: Sound Design

THETR: 216: Costume Design
THETR 224: Playwriting
THETR 236: Outrageous Acts: Avant-Garde Theatre and Performance Art
THETR /CPLIT 244: Tragedy: Then and Now
THETR 245: Modern Drama

II. CINEMA AND THE ARTS AND HUMANITIES

Cinema and Media Studies students should have experience seeing cinema and media within the contexts of the other arts and humanities.

ARTH 293: Modernism into Contemporary Art
CLASC 320: The Romans on Film

CPLIT/ARTH 319: Text and Image in Cinema
CPLIT 349: The Garden in the Machine: Place in Modern American Cinema
ENGL/CNMS 300: Women Filmmakers
ENGL 374W: The Hollywood Novel
ENGL 435: Seminar: Jane Austen—Text and Film
FRNCH 432: Picturing War (in French)
HSPST 224: Women in Spanish Film and Literature (in Spanish)
HSPST 323: The Power of Looking (in Spanish)
MUSIC 245: Music in American Film
RELST 215: Religion in Film
RELST 407: The Celluloid Savior
RSNST 295: Bloodsucking as Metaphor: Vampires, Werewolves
RELST 421: Raging Gods; Scorsese and Coppola's Religious Films
THETR 261: Performing Life

III. SOCIAL SCIENCE AND MODERN MEDIA

Cinema and Media Studies students should have an understanding of the social contexts for cinema including the practical, historical, ideological, and aesthetic challenges posed by recent developments in electronic and digital media.

AMST 304/AFRST 304: Seminar in e-Black Studies: Race and Cyberspace
ANTHR 264: Ethnography of Literacy and Visual Language
ANTHR 270: Ethnography of Communication
ANTHR 319: Freaks, Cyborgs, Monsters, and Aliens
ART 302: Advanced Photography
ART 313: Advanced Video
CPSCI 105: Explorations in Computer Science
CPSCI 110: Introduction to Computer Science
COMM 308: Transnational Cultural Citizenship
COMM 310: Media: Forms and Theory
COMM 380: Social History of Advertising
COMM 451: Seminar: Communication, Technology and Society
ENGL 317: The Laws of the Cool
RELST 304: Religion and Media
SOC 213: Culture and Society
WMNST 211: Women, Gender and Popular Culture

120F Introduction to the History and Theory of Film.

A general introduction to the wide world of cinema and cinema studies, focusing on crucial films from many cinematic traditions. Topics include the evolution of film from earlier forms of motion picture, the articulation and exploitation of a narrative language for cinema, the development of typical commercial genres, and the appearance of a variety of forms of critical cinema. Focuses on basic film terminology, with the cinematic apparatus and ongoing theoretical conversation about cinema and its audience. (Same as Literature and Creative Writing 120 and Art History 120.) MacDonald.

[125] Introduction to History and Theory of New Media.

What makes new media "new"? How do new media compare with, transform or incorporate earlier media? Examines the production, circulation, and reception of visual and sonic media, with emphasis on how consumers and artists shape the uses and values of media. Covers key issues raised by new media through close study of critical essays and creative texts. Examples of old and new media include the phonograph, radio, film, turntable, social networks, fantasy sports and gaming, podcast, MP3, AutoTune, hypertext literature and digital poetry. Open to first-year students and sophomores only. (Same as American Studies 125.) Maximum enrollment, 20.

[Spring 2012 01](#) (Porco A)

[135S] The Classics on Film.

A study of films reflecting ancient Greek and Roman themes, including westerns (such as Unforgiven and The Searchers), works

of science fiction (such as Star Wars and Blade Runner), detective stories (such as The Maltese Falcon), and films explicitly based on Greek and Roman sources (such as Spartacus and O Brother, Where Art Thou). Classical texts will be juxtaposed with their film representations, there will be readings from modern writers on film and the classics, and attention will be given to the way in which films about the ancient world reflect the times in which they were made. (Same as Classics 135.)

201S Introduction to Digital Humanities.

Introduction to the concepts, tools and methods of digital humanities through readings and various projects. Examines the impact of computing and technology on society in the U.S. and abroad: social and cultural implications of computing; social networking; thinking with/about computers; gaming; virtual/3D worlds; strategies for online research; building websites and evaluating electronic resources. (Writing-intensive.) Maximum enrollment, 20. Nieves.

[205] Video Game Nation.

Investigates how to critically interpret and analyze video games and the roles they play in visual and popular culture, and how to test the application of these approaches to various issues in gaming and digital media culture more generally. Topics and themes include genre and aesthetics, the game industry, spectatorship, play, narrative, immersion, gender, race, militarism, violence and labor. (Writing-intensive.) (Same as American Studies 205.) Maximum enrollment, 20.

[290F] Facing Reality: A History of Documentary Cinema.

The history of cinema as representation and interpretation of "reality," focusing on nonfiction film and video from a variety of periods and geographic locales. Emphasis on the ways in which nonfiction films can subvert viewers' conventional expectations and their personal security. Forms to be discussed include the city symphony, ethnographic documentary, propaganda, nature film, direct cinema, *cinéma vérité*, the compilation film and personal documentary. (Same as Art History 290 and Literature and Creative Writing 290.)

301F Cinema as Theory and Critique.

A history of alternatives to commercial movies, focusing on surrealist and dadaist film, visual music, psychodrama, direct cinema, the film society movement, personal cinema, the New American Cinema, structuralism, Queer cinema, feminist cinema, minor cinema, recycled cinema and devotional cinema. While conventional entertainment films use the novel, the short story and the stage drama as their primary investigations, experimental and avant-garde films are analogous to music, poetry, painting, sculpture and collage. Not open to first-year students. (Same as Art History 301 and Literature and Creative Writing 301.) MacDonald.

317F The Laws of Cool: Knowledge Work and Literary Futures.

Based on the ideas of contemporary scholars in digital humanities, this course introduces students to new modes of reading, interpreting and thinking about literature. As a group we will apply new media and text analysis tools to works of contemporary literature including Chimamand Ngozi Adichie's *Americanah*, Dave Eggers's *The Circle* and poetry of Agha Shahid Ali. The class concludes with students' completion of an original digital project. Prerequisite, One 200-level course in literature. (Theory or Intermedia) (Same as Literature and Creative Writing 317.) P O'Neill.

[325S] Media Theory and Visual Culture.

We are bombarded with images, in myriad forms, on a daily basis. How do we interpret and analyze them? What is the relationship between an online advertisement for a movie and the movie itself, between a television program and a video game? An overview of contemporary media theory as it relates to visual culture in the 21st century. Readings will include seminal works in psychoanalytic theory, cultural studies, semiotics, postmodern theory, new media studies and visual studies. (Same as American Studies 325.) Maximum enrollment, 12.

335S Media and Production.

Students in this course will produce digital media projects that explore the aesthetic, educational, and technological issues of using media to communicate human experience. They will learn how to make choices that reflect the history of audiovisual media production in combination with convergent digital culture and their own creative ideas. Students will engage the language of film, the functions of scripts and storyboards, and production management. They will understand the conceptual underpinnings of multimedia technologies and use of digital technologies and equipment. Prerequisite, ARTH/CNMS/CPLIT 120, Art 213, or permission of instructor. This class has a humanities working lab session requirement. Maximum enrollment, 20. Janet Simons.

[350] Gender and Cyberculture.

Explores critical approaches to media through the intersection of gender and the technological imaginary. Investigates how the production, use and circulation of digital media affect notions of representation, identity, the body and consciousness. Close visual and textual analysis of the ways writers, artists and theorists have conceived these issues. (Same as American Studies 350.) Maximum enrollment, 20.

365S Major Figures in Cinema.

Focus on crucial contributors to the wide world of cinema. The work of one, two, or three particular filmmakers, each from a different sector of the geography of cinema, will be examined in detail. Possible filmmakers include Alfred Hitchcock, James Benning, Ross McElwee, Stan Brakhage, Fritz Lang, the Coen brothers. Prerequisite, ARTH/CNMS/CPLIT 120; or ARTH/CNMS/CPLIT 290; or ARTH/CNMS/CPLIT 301; or permission of the instructor. (Same as Art History 365 and Literature and Creative Writing 365.) MacDonald.

500F Senior Seminar in Cinema and Media Studies.

Exploration and discussion of topics that relate to both cinema studies and media studies. Students will deepen their understanding through individually-designed research projects, peer reviews and workshops. This seminar will be taught by the director of the

Cinema and Media Studies program with collaboration from other faculty in CMS. Students who achieve a grade of 88 or better will be encouraged to pursue an honors project. Prerequisite, Consent of Instructor. (required for Senior Concentrators in the Fall Semester) Maximum enrollment, 12. Nieves.

550F Senior Honors Project.

The Senior Honors project in Cinema and Media studies allows students the opportunity to demonstrate independence, maturity and mastery as emerging scholars and/or media producers. Honors projects require a written proposal or abstract with an annotated bibliography signed by the student's proposed advisor. The director in consultation with the CMS faculty will approve proposals and assign a second faculty member to the student's advisory committee. Prerequisite, Consent of Instructor. Maximum enrollment, 12. Nieves.

Classics

Faculty

Anne C. Feltovich
Barbara K. Gold, Chair
Shelley P. Haley
Carl A. Rubino

Jesse Weiner

Classics is the study of the languages and civilizations of ancient Greece and Rome, as well as of related civilizations, both ancient and modern. The department offers courses in ancient Greek and Latin and also in classical studies, where no knowledge of Latin or Greek is required. Students wishing to concentrate or minor in classics may take one of two directions.

A concentration in classical languages, which emphasizes work in Latin and Greek as keys to understanding the ancient world, requires a minimum of 11 full-credit courses. Four of those courses, at least two of which must be numbered 300 or above, should be in one of the two languages; and three of them, at least one of which must be numbered 300 or above, should be in the other. Two courses in classical studies, in addition to 550, the Senior Project, are also required. (With the approval of the department, exemptions to these requirements may be made for students who come to Hamilton with substantial preparation in Latin or Greek.) Students concentrating in classical languages are also required to complete at least one course each year in Greek or Latin. Because the language concentration requires substantial accomplishment in both Greek and Latin, prospective concentrators entering the College with no knowledge of those languages should make an immediate start with the prerequisite 100- and 200-level courses.

A concentration in classical studies, which offers a study of ancient Greece and Rome with emphasis on only one of the languages, requires a minimum of eight full-credit courses. Six of those courses should be in classical studies, at least four of them numbered 200 or above and at least one numbered 300 or above. One course numbered 300 or above in either Latin or Greek is also required, along with 550, the Senior Project. (With the approval of the department, certain courses in Greek or Latin may be substituted for classical studies courses). In addition, students concentrating in classical studies must complete at least one course each year in classical studies, Greek or Latin.

Hamilton is a member of the Intercollegiate Center for Classical Studies in Rome (the Centro) and of the American School of Classical Studies in Athens. Many students have also attended other programs in Rome and Athens. Concentrators and other students trained in Latin or Greek are encouraged to spend one or two semesters of their junior year in a program in Greece or Rome or in another suitable program abroad. Interested students should note that admission to the Intercollegiate Center and the American School is competitive and that preparation in Latin or Greek, and sometimes both, is an important factor in determining admission.

Students who have earned an A- (3.67) average in the concentration may receive honors by earning a grade of A- in the Senior Seminar. A description of the program may be obtained from any member of the classics faculty.

A minor in classical languages requires at least two courses numbered 300 or above in Latin or Greek, as well as two courses in classical studies, one of which must be numbered 200 or above. Because the language minor requires advanced work in either Latin or Greek, interested students entering the College without either of those languages should make an early start with the prerequisite 100- and 200-level courses.

A minor in classical studies requires a minimum of five classical studies courses, three of which must be numbered 200 or above, with at least one numbered 300 or above, and one year of college Latin or Greek or a grade of B or higher in a 200- or 300-level course in Latin or Greek.

Classical Studies

105F Classical Mythology.

An introduction to ancient mythology through readings from sources such as Gilgamesh, Egyptian mythology, Homer, Hesiod, Greek tragedy, Herodotus, Livy, Ovid and contemporary mythmakers. Origins, creation myths, divinities and heroes, and mystery religions. (Oral Presentations.) Open to first-year students only. Maximum enrollment, 16. Haley, S.

[110F] The Civilizations of Greece and the Near East.

An introduction to the legacy of ancient Greece and the Near East through the study of history, literature, philosophy and art.

120F Roman Civilization.

An introduction to the history and culture of ancient Rome. Stress on social history and basic skills in the study of history. .

[130] Socrates, Cleopatra and the Caesars.

An introduction to classical studies and the ancient Mediterranean world that focuses on some pivotal figures. Consideration of the multiple facets of ancient Mediterranean society and culture, including multiculturalism, race, class and gender. Attention to literature, art, religion, philosophy and history. Readings from ancient and modern sources, and films dealing with the world of the ancient Greeks and Romans. Not open to students who have taken Classics 100.

[135S] The Classics on Film.

A study of films reflecting ancient Greek and Roman themes, including westerns (such as *Unforgiven* and *The Searchers*), works of science fiction (such as *Star Wars* and *Blade Runner*), detective stories (such as *The Maltese Falcon*), and films explicitly based on Greek and Roman sources (such as *Spartacus* and *O Brother, Where Art Thou*). Classical texts will be juxtaposed with their film representations, there will be readings from modern writers on film and the classics, and attention will be given to the way in which films about the ancient world reflect the times in which they were made. (Same as Cinema and Media Studies 135.)

[140] Women in the Ancient Mediterranean World.

An introduction to the roles of women in the ancient world through various sources: history, art and archaeology, law, literature and medicine. Covers the period from Egypt to early and classical Greece and down to the Roman empire, and traces the shifts in attitudes during these periods. (Same as Women's Studies 140.)

201F History of Ancient Western Philosophy.

A study of the philosophical classics from early Greek times to the Renaissance. Emphasis on Plato and Aristotle. Section 01 is lecture only. Other sections are writing intensive and registration priority is given to junior and senior philosophy concentrators (limit 20; with an additional weekly discussion session). (Same as Philosophy 201.) Werner.

[205S] Pompeii.

Provides an interdisciplinary introduction to the field of classical studies, focused through the Roman site of Pompeii and the eruption of Vesuvius in 70 CE. Through Pompeii, its destruction, and its remarkable level of preservation, we will study the art, architecture, archaeology, literature, philosophy, religion, history, daily life, sexuality, food, and social structures of Rome, as well as the place of Rome in the modern imagination. Students will gain a comprehensive overview of the many approaches and sub-disciplines represented within classical studies.

[235S] Greek Archaeology: A Look At the Past.

A study of major archaeological excavations and material remains of ancient Greece from the Bronze Age through the Hellenistic Period, with particular attention to the relationship between material remains and political and cultural history. Examines the exchange of archaeological and artistic influences with contemporary cultures of Europe, Africa and Asia. (Writing-intensive.) Maximum enrollment, 20.

240F,S Classical Mythology.

An examination and discussion of the myths of ancient Egypt, Greece and Rome, with particular focus on the reception of these myths in the literature, art, intellectual traditions and social issues of contemporary societies and analysis of how these myths continue to enrich our culture today. (Oral Presentations.) (Same as Religious Studies 240.) Feltovich.

[242F] The Classical Tradition in American Political Life: Cicero, Hamilton, Jefferson and the Making of the Republic.

A study of ancient Greek and Roman influences on the creation of the United States, with special attention to the influence of Cicero and the rivalry between Alexander Hamilton and Thomas Jefferson. Readings include biographies of and writings by all three figures. Not open to students who have taken Classics 270. (Same as Government 242.)

[244] Tragedy: Then and Now.

How did Greek tragedy work in the city of Athens? Athens was a radical democracy but was based on slave labor and the exclusion of women. How is this implied contradiction displayed in the works of Aeschylus, Sophocles, Euripides? But tragedy also has contemporary life. How do these plays transcend their time of production? An opportunity to examine relations of gods/humans, fate/choice, as well as gender, class/ethnicity and sexuality. Readings to include works by Seneca, Racine, Sartre, O'Neill, Heaney, Fugard. (Writing-intensive.) (Genre) (Same as Literature and Creative Writing 244 and Theatre 244.) Maximum enrollment, 20.

250S Heroism Ancient and Modern.

An examination of ancient and modern views of the hero. Consideration of Homer's *Iliad* and *Odyssey*, Vergil's *Aeneid*, modern works such as Voltaire's *Candide* and films such as *Shane*, *The Maltese Falcon*, *Blade Runner*, *Joan the Maid* and the *Star Wars* series. (Oral Presentations.) .

[Spring 2007 01](#) (Rubino C)

[260] Power and Corruption in Ancient Rome.

An examination of personal and political corruption in ancient Rome, with particular attention to the manner in which it is depicted by writers such as Sallust, Livy, Horace, Tacitus and Juvenal. Some attention to depictions of corruption in modern America, especially to Robert Caro's portrayals of Robert Moses and Lyndon Johnson.

[Spring 2011 01](#) (Rubino C)

261S Art of Ancient Greece and Rome.

An examination of Mediterranean art from the Bronze Age through the Roman Empire. Special emphasis on the archaeological discovery and reshaping of ancient art by later scholars and the concept of the "classical." (Writing-intensive.) Prerequisite, one course in art history or classics. (Same as Art History 261.) Maximum enrollment, 20. McEnroe.

[280] Ancient Comedy.

Readings of Greek and Roman comedies in English translation: Aristophanes, Plautus, Terence, Lucian, Apulieus, mime. Discussions of why and for whom comedy is funny, comedic perspective, theories of humor, roles of women and slaves in comedy, cultural values, themes and plots, history of comedy, staging and theatrical technique. May also include class production of a play.

[308] Reclaiming an Ancient African Past.

Examines the ancient evidence for the Afrocentric claim of the African genesis of Western civilization. Also explores the modern political context of and debate around the backlash of eurocentric scholars against these claims as well as the epistemological framing of the sociology of knowledge. (Writing-intensive.) (Same as Africana Studies 308.) Maximum enrollment, 20.

[320] The Romans on Film.

Critical examination of films such as *Spartacus*, *Julius Caesar*, *The Last Temptation of Christ*, *Ben Hur*, *I Claudius*, *Fellini Satyricon*, *The Fall of the Roman Empire* and *Gladiator*. Readings from ancient writers such as Plutarch, Tacitus and Suetonius, as well as from selected modern sources. Prerequisite, one course in Latin, Greek or classical studies.

[Fall 2007 01](#) (Rubino C)

[325S] Sexuality and Gender in Greece and Rome.

This course examines issues of sex, sexuality, and gender in the ancient societies of Greece and Rome through the study of literature, art, sociology, and science. We will investigate the representation of gender cross-culturally over time to learn what we know, and what we can't know, about the lives of ancient men and women, their interaction, communication and their roles in culture and society. Particular attention will be given to the lives of women, whose voices are often underrepresented in Greek and Roman literature and historical records. Prerequisite, 1 course in Classics or Women's Studies.

335F Re-Imagining the Classics.

Investigates how, and why, ancient Greek and Roman literature and art has influenced the history of literature, art and ideas since antiquity, with special emphasis upon comparing post-classical texts, artwork and performances with their classical sources of inspiration and provocation. Topics and readings vary according to the focus of the course in a given semester. (Writing-intensive.) (Oral Presentations.) Prerequisite, one course in Latin, Greek or classical studies, or consent of instructor. Maximum enrollment, 20.

[Spring 2011 01](#) (Wells J)

[341] Women, Gender and Power in the Ancient World.

An interdisciplinary study of the varying degrees and types of power available to women in ancient Mediterranean societies. Students will analyze evidence from art, archaeology, classical literature, history, philosophy, and sociology to interpret the social construction of race, gender, class, and sexuality in ancient Egypt or ancient Greece or ancient Rome. (Writing-intensive.) Prerequisite, one course in Latin, Greek, classical studies or women's studies. (Same as Women's Studies 341.) Maximum enrollment, 20.

[350] Ethics and Politics in Ancient Greece and Rome.

A study of Greek and Roman attitudes toward the question of private and public behavior, concentrating on such topics as the meaning of success, the use of power, the function of language in political life, the relationship between the individual and the state, and the role of the state in regulating behavior. Contemporary applications. Readings from Thucydides, Plato, Aristotle, Cicero, Sallust and Tacitus. (Oral Presentations.) Prerequisite, one course in Latin, Greek, classical studies, political theory, philosophy or consent of instructor.

[372] Unraveling Cleopatra.

Cleopatra was a witness to and a shaper of the history of ancient Egypt and the late Roman Republic. To posterity the historical Cleopatra is an enigma, but her image in film, literature, art and popular culture is ever present. Through authors such as Horace, Plutarch, Shakespeare and George Bernard Shaw and through cinematic treatments from the 1940s-1970s, explores how the historical figure of Cleopatra became both the signifier and embodiment of sexual and racial politics across historical periods. (Writing-intensive.) Prerequisite, one course in classical studies or Africana studies. (Same as Africana Studies 372 and Women's Studies 372.) Maximum enrollment, 20.

[374] Ancient Egypt.

A study of the history of ancient Egypt and of its interaction with other ancient African kingdoms, including Nubia, Kush and Punt. Examination of Egypt's prehistory, language, social and gender relations, and cultural development. (Writing-intensive.) Prerequisite, 240 or Africana Studies 101. (Same as Africana Studies 374.) Maximum enrollment, 20.

550S Senior Seminar.

Topics to be arranged. (Oral Presentations.) Open only to senior concentrators. Maximum enrollment, 12. Rubino.

Greek

110S Elementary Greek I.

An introduction to the language and culture of Greece and the ancient Mediterranean. Thorough grounding in the grammar, syntax and vocabulary of ancient Greek. Reading and discussion of elementary passages from classical or New Testament Greek that cast light on ancient Mediterranean society and culture. For those with no previous knowledge of Greek. Three class meetings a week, in addition to a drill session.

[Fall 2010 01](#) (Wells J)

120F Elementary Greek II.

Continuation of Greek 110. Further study of grammar, syntax and vocabulary, accompanied by reading and discussion of passages from classical or New Testament Greek that cast light on ancient Mediterranean society and culture. For students who have completed Greek 110 or those who have had some Greek but require review. Three class meetings a week, in addition to a drill session. The Department.

210S Intermediate Greek: The World of Greece and the Ancient Mediterranean.

Reading and discussion, with grammar review, of intermediate-level passages from classical, Hellenistic or New Testament Greek selected to illuminate the history, society and culture of Greece and the ancient Mediterranean. Readings from the New Testament and from writers such as Xenophon and Lucian. Prerequisite, knowledge of elementary Greek. (Same as Religious Studies 210.)

[Fall 2007 01](#) (Gold B)

[340] Homer and the Greek Hero.

Reading from Homer's *Iliad* and *Odyssey* in the original Greek. Consideration of the Greek concept of heroism and the role of epic poetry, with attention to the society and culture of the Homeric world. Prerequisite, knowledge of intermediate Greek.

[350] The Greek Historians.

The story of ancient Greece as told in the words of the Greeks themselves. Readings, in the original Greek, from Herodotus, Thucydides and Xenophon. Attention to the wider issues of ancient Mediterranean society and culture. Prerequisite, knowledge of intermediate Greek.

[360S] Greek Drama.

Readings, in the original Greek, from the tragedians Aeschylus, Sophocles and Euripides and from the comic playwrights Aristophanes and Menander. Attention to matters such as the role of women and slaves, social and cultural values, and theories of tragedy and comedy. Prerequisite, knowledge of intermediate Greek.

[Spring 2011 01](#) (Wells J)

390F Topics in Ancient Greek Society and Culture.

Reading and discussion of original Greek texts that cast light on the history, society and culture of Greece and the ancient Mediterranean. Authors and topics vary; may be repeated for credit. (Oral Presentations.) Prerequisite, knowledge of intermediate Greek. .

Latin

110F Elementary Latin I.

An introduction to the language and culture of ancient Rome. Thorough grounding in Latin grammar, syntax and vocabulary. Reading and discussion of elementary passages that cast light on the society and culture of ancient Rome and its empire. No knowledge of Latin required. Three class meetings a week, in addition to a drill session. Haley.

120S Elementary Latin II.

Continuation of Latin 110. Further study of grammar, syntax and vocabulary, accompanied by reading and discussion of passages that cast light on the society and culture of ancient Rome and its empire. For students who have completed Latin 110 or those who have had some Latin but require review. Three class meetings a week, in addition to a drill session. Haley.

210F Intermediate Latin: The World of Ancient Rome.

Reading and discussion, with grammar review, of intermediate-level Latin passages selected to illuminate the history, society and culture of ancient Rome and its empire. Readings from writers such as Caesar, Cicero, Sallust, Catullus, Ovid and Martial. Prerequisite, knowledge of elementary Latin. Rubino.

[340S] The Roman Hero.

Readings, in the original Latin, from Vergil's *Aeneid* and other Roman epics. Consideration of the nature of heroism and epic poetry, with attention to the history, society and culture of the Roman world. Prerequisite, knowledge of intermediate Latin.

[350S] The Roman Historians.

The story of ancient Rome and its empire as told in the words of the Romans themselves. Readings, in the original Latin, from Sallust, Livy, Tacitus and other historians. Prerequisite, knowledge of intermediate Latin.

[360] The Literature of Love and Desire.

Readings, in the original Latin, from the love poetry of Catullus, Horace, Tibullus, Propertius and Ovid. Attention to Greek influences on Roman love poetry, to its Roman context and to the Roman influence of subsequent notions of love and erotic poetry. Prerequisite, knowledge of intermediate Latin.

[Spring 2011.01](#) (Rubino C)

370F Letters, Society and History.

Readings, in the original Latin, from the letters of such writers as Cicero, Pliny and Seneca. Attention to the ways in which those letters cast light on Roman society and the movement of history. (Oral Presentations.) Prerequisite, knowledge of intermediate Latin. Haley.

[390F] Topics in Roman Society and Culture.

Reading and discussion of original Latin texts that cast light on the history, society and culture of Rome and the ancient Mediterranean. Authors and topics vary; may be repeated for credit. Prerequisite, knowledge of intermediate Latin.

College Courses and Seminars

College Courses are interdisciplinary or substantially outside the continuing curriculum of any department or program, and are normally team-taught or taught within an integrated cluster of related courses. College Courses provide opportunities for students to present their work to a larger audience during the semester.

101S Special Topics in Leadership Spring 2015 Topic: Levitt Leadership Initiative Commitment Project Lab.

This course extends content taught in the Levitt Leadership Initiative (LLI) through expanded coverage of organizational and team leadership processes. Ongoing study of leadership theory in practice is offered. Study and use of appropriate design, development, implementation, and evaluation protocols is offered. Culminating activity is the implementation of students' Commitment Project Proposals into actionable ventures in the local or larger community. (Oral Presentations.) Prerequisite, Enrollment restricted to Levitt Leadership Initiative participants. Quarter credit. Maximum enrollment, 12. Susan Mason.

105S A World of Impending Disaster.

Explores natural hazards, both modern and historical, and their effect on humanity. The course seeks to provide students with an accurate data-driven framework for understanding catastrophes of a non-human origin while contrasting scientific with media accounts of these disasters. Investigates geologic, hydrologic, celestial, and biological hazards, and their impact on society; will contrast quantitative and qualitative reports, including government data, accounts in popular media, and scientific reports. Course culminates in a research project on a particular disaster. (Quantitative and Symbolic Reasoning.) (Proseminar.) Prerequisite, One year of high school algebra. Open only to students who have not fulfilled the QSR requirement Maximum enrollment, 16. Ben Smith.

[115F] The Voyage of Life.

Examines questions of life and death from antiquity to the early modern period, focusing on the notions of heroism, civic duty, family relations, suicide, the soul, creation, wandering, the sacred, faith, love, utopia, evil, public opinion, solitude, ecstasy and virtue, among others. Readings include *Gilgamesh*, Homer's *Odyssey*, Vergil's *Aeneid*, Plato's *Apology* and *Phaedo*, the Bible (Genesis, Exodus and the Gospel of Luke), Voltaire's *Candide* and Rousseau's *Reveries of the Solitary Walker*. Short papers and oral presentations on a regular basis. (Oral Presentations.) (Proseminar.) Maximum enrollment, 16.

[130] Coming of Age in America: Narratives of Difference.

An interdisciplinary analysis of what it means to come of age as an "American." Particular attention paid to factors of culture, race, class, gender, disability and sexual orientation. Perspectives from the social sciences combined with fictional and autobiographical coming-of-age narratives. (Writing-intensive.) (Proseminar.) Open to first-year students only. Group attendance at lectures, films and campus events required. Maximum enrollment, 16.

[202S] Infinity and Then Some.

Infinity and related mathematical concepts not only play a role in science and mathematics, but also serve as both thematic concerns and organizing principles for works of art, including literature, music, painting and film. Explores the interactions between mathematics and the arts, with special attention to issues of consciousness. Included will be works by such writers as Gödel, Rucker, Hofstadter, Borges, Gombrowicz and Robbe-Grillet; music by Bach, Berg, Xenakis and Cage; paintings by Escher; and a variety of films. Prerequisite, one course in calculus, Math 123, Math 224, Symbolic Logic or Computer Science 210; one course in literature or music; or consent of instructors. Maximum enrollment, 24.

210F Leadership: Theories and Practices.

This course offers an introduction to the basic theories, concepts, methods, and practices of leadership in all types of organizational cultures and settings. Review and critical evaluation of classical and emerging theories of leadership is offered. Emphasis is placed on the impact and influence of power, ethics, public discourses, and technology on 21st century leadership strategies and practices. (Oral Presentations.) Maximum enrollment, 20. Susan Mason.

[218S] Space: Its Light, Its Shape.

Möbius strips and Klein bottles are examples of unusual mathematical spaces that differ significantly from the world as we experience it. Mathematicians study these spaces for their abstract beauty alone. However, such spaces may be accurate models for our own universe. Current observations of the Big Bang's echo — the cosmic microwave background — offer ways to test models of our universe. Explores possible abstract spaces from a mathematical perspective and delves into the physics of both the cosmic microwave background and cosmological models. Prerequisite, one year of high school calculus or one semester of college calculus. Maximum enrollment, 24.

220F,S Forever Wild: The Cultural and Natural Histories of the Adirondack Park.

Study of America's largest inhabited wilderness. Survey of natural and cultural histories of the park and examination of ecological, political and social issues. Study of literary, scientific, historical and political texts. Exploration of environmental issues such as acid rain, development and land-use, predator re-introduction and population controls. Prerequisite, one course in literature, biology, geology or environmental studies. May count toward a concentration in environmental studies. Field trip required. Open

to sophomores, juniors and seniors in the fall. Oral Presentations (Fall-2 sections); Writing-intensive (Spring). (Same as Environmental Studies 220.) Maximum enrollment, 14. O Oerlemans and J Schwartz.

[Fall 2007 02](#) (Oerlemans O)

[223S] Gender and Violence in the Middle Ages.

An introduction to the field of medieval and renaissance studies. Drawing on multiple disciplinary perspectives, including those of literature, law, history and art, examines the intersection of ideas about the body, gender and violence in the European Middle Ages. Readings may include the Bible and early patristic writings; the lives of saints; poems and advice manuals on courtly love; depictions of women in the Crusades; Icelandic sagas; and perspectives on the trial of Joan of Arc. Prerequisite, one 100-level course in literature or history, or AP 4 or 5 in English or History. Maximum enrollment, 24.

[224S] Art and Physics of the Image.

Why and how do artists and scientists make images? Explores the science and art of photographic image-making. Topics include the physics of light, laws of electromagnetism, geometric and physical optics, quantization, the camera apparatus, fundamentals of black-and-white film processing and experimental image making. Significant experimental work in the laboratory and studio. Workshop setting. Studio projects will include holography and digital photography as well as conventional darkroom processing. Prerequisite, one course in physics, chemistry or studio art. Maximum enrollment, 24.

[225S] Nature, Art or Mathematics?.

How do humans perceive or impose patterns onto the natural world and onto their lives? Can the world be described by numbers? An examination of chaos theory, Romanticism, fractal geometry, landscape architecture, the action of bodies in heat and the waltz in relation to Tom Stoppards' play *Arcadia*. Prerequisite, one course in literature, mathematics or theatre. Maximum enrollment, 24.

[229F] The American Founding: Ideals and Reality.

An intensive analysis of the philosophical ideals of the Founding Era (1763-1800) and their uneven realization. Social histories of various races, genders and classes will help illuminate the inherent ambiguities, weaknesses, strengths and legacies of the social and political philosophies of late 18th-century America. Prerequisite, Government 117, Philosophy 117 or a 100-level course in history. May count toward a concentration in either history or government. Not open to students who have taken History 240 or 374. (Same as History 229 and Government 229.) Maximum enrollment, 24.

236F Thought for Food: The Culture and Politics of Food.

A multi-disciplinary approach to study of the food system. Examination of the origins of culinary traditions, contemporary politics of the food movement, the GMO debate, food sovereignty, hunger and food security, and Slow Food. Laboratory sessions include activities in the Community Farm, tastings, and cooking instruction with the college. Maximum enrollment, 12. Sciacca.

237S Food for Thought Introduction to the Science of Food.

An interdisciplinary exploration of food with focus on nutrition biology of food and food science; the history of food and contemporary issues related to food production and the food industry. Tastings, films, gardening. Prerequisite, one course in Biology or Chemistry. Maximum enrollment, 12. Gapp.

[245S] The Borderlands.

An overview of the complex cultural, historical, political and economic issues about the United States/Mexico border taught by professors from Africana studies, comparative literature, economics, government, history, sociology and women's studies. Multidisciplinary, theoretical and practical readings. The seminar is inspired and informed by a recent student trip to Arizona to provide humanitarian aid with No More Deaths. Prerequisite, one course in any department listed above. Maximum enrollment, 16.

[258S] Opera.

Study of literary and musical dimensions of operas by major composers from Monteverdi and Mozart to the present. Emphasis on the transformation of independent texts into librettos and the effects of music as it reflects language and dramatic action. Includes such works as *Orfeo*, *The Marriage of Figaro*, *Otello*, *The Turn of the Screw* and *Candide*. Prerequisite, two courses in literature or two in music or one in each field, or consent of instructors. Maximum enrollment, 12.

[280S] The Historical and Intellectual Foundations of Property and Its Relationship to Freedom in Modern States.

No society in history has existed without the concept of property. But how the world's peoples have defined property has varied widely in time and place. Examines cross culturally the history of property as both an idea and an institution, with emphasis on the development in the Western tradition of private property and its historical connection with slavery, freedom, economic growth and the rise of modern states. Examination of how the particular definition of property rights adopted by a society affects the kinds of markets that emerge. Open to sophomores, juniors and seniors. Maximum enrollment, 24.

[Fall 2007 01](#) (Bradfield J,Paquette R)

[290S] Seminar in Classics and Government: Cicero, Hamilton and Jefferson.

A study of the career of Cicero, the Roman lawyer and politician, and of the debates between Alexander Hamilton and Thomas Jefferson, with special attention to Greek and Roman influences on the founders of the United States. Intensive discussion of readings from Thucydides, Plato, Cicero, Plutarch and the writings of Hamilton and Jefferson. (Writing-intensive.) Prerequisite, one course in classics (classical studies, Latin or Greek) or government, or consent of instructor. Maximum enrollment, 24.

[322] Cultural Simulation Seminar.

Construction of a “working model” of a mission to establish a “settlement” in Near Space, recording the process, then producing finished documentation and a major summary paper for dissemination. Prerequisite, consent of instructor. Maximum enrollment, 12.

[350Su] Ethnography of Leadership in Organizations.

Study and investigation of organizational leadership theories and practices from a liberal education standpoint. Specific attention to how organizational culture, ethics, and communications systems impact leadership practices and decision-making processes. Review of contemporary leadership models that address diversity, globalization, transformational change, and uses of power. Systematic observation within a specific organizational setting to document leadership theory in practice. (Oral Presentations.) Prerequisite, Minimum overall GPA of 2.5. Summer Seminar; Oral Presentations; Field Placement; Open to rising juniors and seniors. Maximum enrollment, 12.

370F Wilderness, Culture, Science: Reading the Adirondacks (Intensive Seminar, Adirondack Program).

The place we know as the "Adirondacks" is produced by a process of reading and inscribing across multiple disciplines, perspectives, and eras. Legal, political, literary, and scientific texts—from the 19th Century to the present—all help to define, frame, and regulate our understandings and use of this vast local wilderness. Students will examine such texts in situ for their ability to deepen and complicate our sense of wilderness and place. Students will also produce their own critical and creative writing to explore how their visions can transform the landscape of this complex resource. This credit is discipline-specific in its credit bearing designation, in accordance with the Faculty-in-Residence’s home department or program or by permission from the student’s major/minor department or program. Maximum enrollment, 20. Onno Oerlemans.

371F Stewardship and Sustainability in the Adirondack Park (Common Experience Seminar, Adirondack Program).

This Common Experience Seminar is an interdisciplinary course taught jointly by several faculty members and guest speakers in consultation with the Faculty-in-Residence and General Director, and is designated as a College Course. This course focuses on a particular shared topic or issue over a three-to five-year span (e.g. “stewardship and sustainability”), in order to introduce students to the diverse and intersecting issues at play in the Adirondacks through expert voices from around the Park and to showcase how the research and interests of current Hamilton faculty speak to, reflect and inform these issues. Does not count toward Concentration. Maximum enrollment, 20. TBA.

372F Field Component, Adirondack Program.

The field component allows for practical applications of the theories and methodological approaches that students will be studying in their two seminars during the Adirondack semester. Structured readings will accompany the field work/research, and a final project and/or presentation will be required for completion of this credit. Does not count toward Concentration. Maximum enrollment, 20. Janelle A Schwartz, in consultation with a variety of organizations within the Adirondack Park.

373F Independent Capstone Project, Adirondack Program.

The independent capstone project is a culminating project to be determined by individual students, or students working in small groups, in consultation with the Faculty-in-Residence and General Director. The capstone project will demonstrate the knowledge and skills acquired during the students’ semester study in the Adirondack Park within a framework of real world perspectives and possible career paths. This credit will require a cumulative project and/or presentation for completion. (Writing-intensive.) This credit is discipline-specific in its credit bearing designation, in accordance with the Faculty-in-Residence’s home department or program or by permission from the student’s major/minor department or program. Maximum enrollment, 20. Faculty-in-Residence and Janelle A Schwartz.

[377F] Electronic Arts Workshop.

Emphasis on collaborative work among computer musicians, digital photographers and videographers in the creation of visual/musical works. Other projects will include transmedia installations or performance art pieces. Prerequisite, Art 302 with consent of instructors, Art 313 or Music 277. (Same as Art 377 and Music 377.) Maximum enrollment, 8.

395F,S Hamilton in New York City: Special Topic.

Topic changes each term to reflect the discipline of the director of the Program in New York City. For a more specific description, see www.hamilton.edu/academics/programs_abroad/nyc/. May count toward the concentration in the department or program of the director. Open only to program participants. Maximum enrollment, 16. The Faculty.

396F,S Hamilton in New York City: Independent Research.

An independent study supervised by the director of the Program in New York City and based on an internship and additional research. For a more specific description, see www.hamilton.edu/academics/programs_abroad/nyc/. May count toward the concentration in the department or program of the director. Open only to program participants. Maximum enrollment, 16. The Faculty.

397F,S Hamilton in New York City: Internship.

Internship with firm, organization, agency or advocacy group appropriate to the theme of the semester. For more information, see www.hamilton.edu/academics/programs_abroad/nyc/. Does not count toward concentration credit. Open only to program participants. Maximum enrollment, 16. The Faculty.

398F,S Hamilton In New York City: Seminar in Global Processes.

Foundational course of the Program in New York City. Perspectives on the influence of global markets, transnational culture and political forces on contemporary life. Organized around readings, student debates, guest discussion leaders and field trips within New York City. For more information, see www.hamilton.edu/academics/programs_abroad/nyc/. Does not count toward

concentration credit. Open only to program participants. Maximum enrollment, 16. The Faculty.

Communication

Faculty

Megan M. Dowd
Catherine W. Phelan, Chair

Thomas D. Phelan

The mission of the Communication Department is to ensure that students are critically aware of the ways in which information technologies inevitably alter interpersonal and social environments. Courses are designed to encourage the integration of theory and practice in order to prepare students for the demands of civic engagement beyond the classroom.

Learning goals for the curriculum include:

1. To critically investigate the diverse ways in which information technologies can alter the human communication environment.
2. To understand the complex ways in which concerns with communication cannot be separated from ethical concerns.
3. To discern how interpersonal communication is fundamentally different from the varied forms of mediated communication.

Beginning with the 2017 class, the department offers a minor, but not a concentration. Students also have the option of pursuing an interdisciplinary concentration.

For the class of 2016, A concentration in communication consists of seven courses in communication and three courses from a related discipline. The communication courses include four core requirements that every concentrator takes, as well as three communication electives. One of the three electives must be at the 300 level or above. The core communication courses are 101, 302, 455 and the senior thesis (500). These courses are offered every year. Electives in communication are offered every other year.

Cognates must be at the 200 level or above and cannot count toward a second major or a minor. Students will provide a written rationale of how their interests in communication are supported by coursework in their cognate discipline. Cognate selections and accompanying rationale must be approved by department advisor or department chair.

Students pursuing a concentration in communication will gain a critical understanding of the theoretical frameworks and methods of research in the discipline. Communication Theory (302) should be taken in the student's junior year, followed by Methods of Communication Research (455) and Senior Thesis (500) in the fall and spring, respectively, of senior year. All senior projects consist of both written and oral components, culminating in a final draft of original research and an oral presentation to students and faculty at the end of the course.

Honors in communication will be awarded based on a cumulative record of 3.5 (90) or above in all courses counting toward the concentration, as well as excellence in the Senior Thesis (500).

A minor in communication consists of five communication courses: 101, and four additional courses (two of which must be at the 300 level or above).

101F,S Introduction to Communication.

An introduction to the fundamental questions of the discipline. Investigates the role of symbolic communication, the essential features of interpersonal communication and group process, and the consequences of mediated communication. Theoretical examples draw on diverse communication practices that shape one's view of self and other. Ceisel (fall) Phelan (spring).

[202S] Explorations in Communication.

An exploration of the fundamental questions regarding how human communication differs from the communication of other living creatures. Drawing on key readings from the communication discipline, students work collaboratively to discover what makes humans unique. Readings incorporate articles on human communication and scientific studies of birds, frogs, chimps, bees, elephants, among others. (Writing-intensive.) (Oral Presentations.) (Proseminar.) Maximum enrollment, 16.

[203] History of Communication.

Examines the symbolic forms and technological extensions of communication, from the evolution of human language to the emergence of digital technologies, and evaluates the relationship between dominant modes of communication and the cultures that shape and are shaped by those dominant forms. Examines the varied ways in which communication technologies have shaped political, social and economic structures, in addition to shifting perspectives on temporal and spatial orders, as exemplified by revolutions in communication technologies.

[Spring 2015.01](#) (Ceisel C)

222F Interpersonal Communication.

Covers dynamics of relationship development, negotiation and construction of shared meaning, self concept and conflict management. Students study theory and engage in discussion and exercises designed to enhance their effectiveness in interpersonal communication and their understanding of its theoretical underpinnings. (Oral Presentations.) Prerequisite, 101 or 202. Dowd.

[230] Small-Group Communication.

From an individualistic perspective the study of small group processes presents three challenges. First, it is crucial to understand the significant role of groups in American society. Second, one must move beyond the interpersonal dimension to recognize the multi-faceted focus of the group. Third, the study of group process must address the complexity of cultural, political and social influences. Confronts these challenges through the study of cross-cultural perspectives, theoretical analysis and detailed hypothetical applications. (Writing-intensive.) (Oral Presentations.) Prerequisite, 101, 202, 280, 222. Maximum enrollment, 20.

[Fall 2013 01](#) (Dowd M)

[275S] Communication Ethics.

Examines the philosophical approaches to and practical implications of ethics in communication. Provides insight into the relevance and pervasiveness of communication ethics in everyday life through an examination of leading theorists and various ethical challenges, including responsibility, justice, transparency and autonomy. Students develop views on ethical issues, while applying ethical models to specific examples of communication in relationships, the workplace, politics, religion, mass media and digital media. Prerequisite, Comm 101.

[280S] Conflict Resolution: Policies and Strategies.

This course examines conflict from a variety of perspectives. We will investigate how arbitration, adjudication, and mediation differ, in addition to exploring how the policies and strategies of cultural and legal institutions dictate different approaches to mediation. Societies cope with conflict by enacting policies consistent with their culture and values. This course examines conflict resolution policies in the U.S. and abroad, including the legal system, the media, the educational sector, and international dispute resolution. Prerequisite, 101 or 222, or consent of instructor. (Same as Public Policy 280.) Maximum enrollment, 20.

[302] Communication Theory.

Examines theoretical perspectives and conceptual frameworks underpinning the study of communication and its disciplinary interests. Current theories and scholarly literatures are reviewed and applied to group presentations, weekly papers and a research paper. (Oral Presentations.) Open to concentrators, minors or with consent of instructor.

303F Risk and Crisis Communication.

This course investigates the theories of environmental, health, safety, agricultural, and corporate risks and crises. Students examine how communication policies and procedures provide a framework for effective risk and crisis management. Risk assessment, risk perception, message design, crisis management, media relations, and barriers to effective risk and crisis communication will be addressed through analysis and synthesis based on real scenarios. Students analyze how access to information, stakeholder perceptions, and reactions to risk and crisis messages may vary. (Oral Presentations.) Prerequisite, Course in communication, government, or sociology, or consent of instructor. T Phelan.

[Fall 2015 01](#) (Phelan T)

306S The Dark Side of Communication: Destructive Behavior.

This course examines interdisciplinary theory and research about the dark side of communication and provides a way of understanding that the dark side is inseparable from the brighter side of human communication. According to Spitzberg and Cupach (1998), interaction that takes place on the dark side of relational life includes dysfunctional, distressing, and destructive aspects of human action. The dark side also includes those mysterious elements of interactions that suggest things are seldom as they seem to be. The study of the dark side of communication draws attention to the ambivalent, multivalent, and multifunctional nature of communication with others. Research about the dark side emphasizes that all social processes unfold in ways that produce both gains and losses: gains that can appear to be losses as well as losses that may appear to be gains. In studying the dark side, we may eventually reveal our nature to be both brighter and darker than we have imagined. Prerequisite, Entry level course in communication, psychology, or sociology or consent of instructor. Dowd.

309S International Communications: Policy, Production, and Reception.

This course examines media as a transnational phenomenon bounded by geopolitical arrangements within nation-states. The course provides a comparative analysis of media policies and systems across several nations. We will examine the role of media across the globe from the perspective of political economy and critical cultural studies. Central to the course will be exploration of how media policies shape content, the contribution of media to fostering regional, national, and transnational “imagined communities”, and how media and communications systems and content operate in a transnational context. (Writing-intensive.) Prerequisite, Entry level course in communication, government, sociology, or consent of instructor. Maximum enrollment, 20. C Ceisel.

310F Media and Politics.

How do rapid changes in the process of news-making alter the political process? Does democracy require accurate news reporting? Is objectivity possible? What is the role of the press (print, broadcast, digital, and social media) in the twenty-first century? How do historical precedents help us to understand the impact of digital media on the political process? What theories do communication scholars offer to clarify the interplay of media and politics? (Oral Presentations.) Prerequisite, one course in communication, government or sociology. (Same as American Studies 310.) Phelan.

[314S] Communication Law: Freedom of Speech.

Detailed investigation of the first amendment. Study of case law which has contributed to the creation of a unique American perspective on the role of speech in a free society. Exploration of historical origins of the first amendment, political consequence and technological constraints. Legal distinctions regarding print, broadcast and electronic media focus on implications for the 21st century. (Oral Presentations.) Prerequisite, one course in communication, government or sociology. Open to seniors and juniors; sophomores and first-year students with permission.

[Spring 2013 01](#) (Phelan C)

334S Psychology, Children, Media, and Technology.

How media and emerging technology influence basic psychological processes and child development. Focus on recent literature highlighting social media, video games, the Internet, educational technology, cell phones, advertisements, and other innovations. Topics include identity, body image, sexualization, aggression, addiction, cyberbullying, relationships, learning, health, and the mind. Emphasis on developmental psychology, but articles drawn from all areas. Class time will be devoted to discussion of research articles and chapters, current trends, and critical analysis of this new field. (Oral Presentations.) Prerequisite, Psych/Neuro 201. (Same as Psychology 334.) Sage.

[341S] Organizational Communication.

Investigates the symbolic processes at work within a dramatically changing organizational landscape, especially as communication technologies call for greater coordination, speed up the pace of work, distribute work processes and demand cross-cultural cooperation. Applies leading theoretical perspectives to analyze and evaluate the networks of communication within and with organizations, strategies of decision-making and problem solving, organizational missions and ethics, and conflict mediation. Prerequisite, one course in communication, psychology or sociology.

[365S] Persuasion.

Study of the ways people co-create meanings and influence each other through the strategic use and misuse of symbols. Includes the study of message- and audience-centered theories of persuasion, propaganda, persuasion's place in democratic societies, and the roles of reason and emotion in the persuasion process. Students critique and produce persuasive discourses including public service announcements, political speeches, advertisements and news reports. (Oral Presentations.) Prerequisite, one 100- or 200-level communications course or consent of instructor.

[Fall 2013 01](#) (Dowd M)

[370S] Seminar: Privacy, Policy & Digital Communication.

This course will explore how American conventions concerning privacy are challenged by digital communication technologies. We will investigate how the concept of privacy is related the speech clause of the First Amendment, and seek to understand why that relationship is crucial for participation in democratic societies. This course also focuses on the concept of privacy in ways that encourage an ongoing semester long dialogue between a specific group of high school students and Hamilton students regarding their interest in and use of digital media. Maximum enrollment, 12.

[Spring 2015 01](#) (Phelan C)

380F Social History of Advertising.

Provides an historical overview of advertising and consumption within the US. Investigates the emergence of consumer culture and the advertising industry in the context of shifts from agrarian to industrial society. Addresses the social significance of consumption habits, the impact of advertising strategies from late 19th century to the present, the social, economic and political contexts that contributed to the emergence of particular marketing practices, and the impact of consumerism as a site of identity practices. Prerequisite, 101 or a course in history, sociology, or psychology, or consent of instructor. T Phelan.

[Fall 2015 01](#) (Phelan T)

[451S] Seminar: Communication, Technology and Society.

Theoretical analysis of how communication technology alters social construction of time, space, community and identity. Readings detail historical precedents in order to address future implications of emerging technologies. Prerequisite, Communication 101 or consent of the instructor. Open to juniors and seniors. Maximum enrollment, 12.

455F Methods of Communication Research.

Overview of qualitative, quantitative and mixed methods of communication research. A detailed rationale for each approach offered and different approaches to communication research compared. Students analyze and compare current communication research and finish with a preliminary research proposal for the senior thesis. (Oral Presentations.) Prerequisite, open to concentrators, minors or consent of instructor. Phelan.

[500S] Senior Thesis.

A semester long research project, based on research proposals completed in the communication methods course. Required of all concentrators in the department and open to senior concentrators only. (Oral Presentations.) Prerequisite, 302, 455. open to concentrators only.

Comparative Literature

NOTE: The requirements for the concentrations and minors in comparative literature outlined in this section pertain to students in the classes of 2016 and 2017. Beginning with the Class of 2018, students pursuing the study of comparative literature and/or English and creative writing will take courses through the [Literature and Creative Writing Department](#). See that department for more information. For more information about comparative literature contact Nancy Rabinowitz at nrabinow@hamilton.edu.

A concentration in comparative literature consists of nine courses, including five designated as comparative literature, two in a national literature in the original language (e.g., Chinese, Russian, Greek) and two in either a second national literature in the original language or in a related art (music, dance, visual arts, or film and media studies) selected in consultation with a departmental advisor. Students pursuing the linguistics or related arts option must complete study in a foreign language to the 140 level or equivalent. All concentrators are required to take 211 or 212, and 297, and all senior concentrators will take part in a Senior Program in which 500 (Senior Seminar) is required and 550 (Senior Project) is recommended. A complete description of the Senior Program is available from the department chair. Only one 100-level course may be counted toward the concentration. It is to the student's advantage to begin foreign language study early; those planning graduate work in literature are urged to take two additional courses in a national literature and to study two foreign languages.

Honors in comparative literature will be awarded on the basis of a cumulative record of 3.5 (90) or above in all courses counting toward the major, as well as distinguished performance in 550.

A minor consists of five courses, including either 211, 212 or 297; two other courses designated as comparative literature; and two other courses in comparative, English or foreign literature, or linguistics. Only two 100-level courses may be counted toward the minor.

Many courses at the 200-level are open to seniors without prerequisites. For details, see the specific descriptions below.

120F Introduction to the History and Theory of Film.

A general introduction to the wide world of cinema and cinema studies, focusing on crucial films from many cinematic traditions. Topics include the evolution of film from earlier forms of motion picture, the articulation and exploitation of a narrative language for cinema, the development of typical commercial genres, and the appearance of a variety of forms of critical cinema. Focuses on basic film terminology, with the cinematic apparatus and ongoing theoretical conversation about cinema and its audience. (Same as Cinema and Media Studies 120 and Art History 120.) MacDonald.

142F Twentieth-Century Fiction.

Organized chronologically for the most part, and involving such issues as sexuality, colonialism and racism. Readings drawn from high art, not popular culture, and include such authors as Conrad, Kafka, Puig, Woolf, Duras and Valenzuela. (Writing-intensive.) (Proseminar.) Open to first-year students only. Maximum enrollment, 16. N Rabinowitz.

[143] Literature on Trials.

Why are trials so fascinating? Our emphasis will be on the ways they clarify values, establishing borders between acceptable and unacceptable behavior, with attention to how they enforce cultural norms concerning race, gender, and sexuality. We will discuss literary and cultural representations of historical trials, such as those of Socrates, Joan of Arc, Galileo, the Salem Witches, and Oscar Wilde. Course materials to include readings from Aeschylus, Plato, Shaw, Brecht, Stendhal, Kafka, Camus, Morrison, as well as films and other primary and secondary sources. (Writing-intensive.) (Proseminar.) (Theme or Identity and Difference) Open to first-year students only. Maximum enrollment, 16.

152F Literature and Ethics.

Study of literature as a vehicle for moral and political concerns and of the ways that literature shapes its readers. Special emphasis on popular literature, feminist criticism and the problems raised by censorship and pornography. Selected novels and plays by such writers as Ibsen, Dostoevsky, Tolstoy, Hemingway, Wright, Highsmith, Doris Lessing, Burgess and others. (Writing-intensive.) (Proseminar.) (Theme) Open to first-year students only. Maximum enrollment, 16. P Rabinowitz.

[202] African Americans and Cinema.

Exploration of the history of cinema produced by African Americans and the representation of African Americans in cinema. Topics include early cinema, D.W. Griffith's *Birth of a Nation*; Oscar Micheaux and the "race films" of the 1920s-1940s; early jazz films; Richard Wright's *Native Son* as novel and film; Hollywood "problem pictures" of the 1940s-1950s; radical 1960s-1970s experiments by William Greaves, Melvin Van Peebles, and the "LA Rebellion"; *Daughters of the Dust*; Spike Lee, and Marlon Riggs. Course hosts visits by accomplished filmmakers and scholars. (Same as Africana Studies 202 and Art History 202.)

205S Modern China Through Film.

Examines how films produced in diverse socio-economic contexts generate conflicting modern representations of China, ranging from a legendary land, an everlasting patriarchy, to a revolutionary battlefield, and how these representations produce hegemonic

and subversive cultural knowledge. Students will gain a broad understanding of post-1959 Chinese cinema and history, theory of film and cultural studies, and pertinent Hollywood films. All films have English subtitles. Requirements include film viewings, presentations, quizzes, class discussions and a final paper. All lectures and discussions in English. (Same as East Asian Languages and Literatures 205.) Wang.

[210S] Modern and Contemporary Chinese Literature: Traditions and Modernities.

Since 1919, Chinese literature has played a decisive role in interactions between tradition and modernity. This course examines the development of Chinese literature against such interactions. Students will familiarize themselves with the most representative modern and contemporary Chinese literary works and gain a broad understanding of many modernity-related issues, including politics, culture, class, labor division, ethnicity, gender and sexuality. All lectures and discussions in English. Requirements: presentations, class discussions, film viewings and a final paper. (Same as East Asian Languages and Literatures 210.)

211F Readings in World Literature I.

Great 'masterpieces' have been inscribed on cave walls, papyrus, tapestries, parchment (goatskin), and paper in order to comment upon the world. This course examines the human condition through a comparative study of mythology, epic, narrative, and poetry, from ancient Mesopotamia and Greece to the Roman Empire through to the Renaissance period. It pays special attention to how sexuality, identity, and politics play in the representation of diverse societies in *Innana*, *The Odyssey*, *The Golden Ass*, *El Cid*, *Les Lais*, *1001 Nights*, *The Pillow Book*, *Veronica Franco's* poetry, and others. (Writing-intensive.) (History) (Same as Religious Studies 211.) Maximum enrollment, 20. N Serrano.

212S Readings in World Literature II.

Study of representative texts in world literature from 1800 to the present, including novels, short fiction, and drama. Particular attention paid to the concepts of self and society, and the way they are intertwined with developments in narrative and theatrical technique. Readings to include works by such writers as Lermontov, Flaubert, Dostoevsky, Kafka, Robbe-Grillet, Borges, Talih, and Jin. (Writing-intensive.) (History) May be taken without 211. Maximum enrollment, 20. P Rabinowitz.

225F Madness, Murder and Mayhem: Nineteenth-Century Russian Literature.

Readings of representative works with emphasis on major literary movements, cultural history, and basic literary devices. Primary texts by Pushkin, Gogol, Turgenev, Dostoevsky and Tolstoy, as well as some critical materials. (Writing-intensive.) No knowledge of Russian required. (Same as Russian Studies 225.) Maximum enrollment, 20. Bartle.

[226] Sex, Death and Revolution: Twentieth-Century Russian Art and Literature.

Close analysis of major literary and artistic movements of the 20th century, with particular attention paid to the innovations of the avant-garde and the impact of the Bolshevik Revolution on the artistic imagination. Emphasis on the recurring theme of the fate of the individual in a mass society. No knowledge of Russian required. (Same as Russian Studies 226.)

[235] Love, Family and Loneliness in Modern Japanese Literature.

Love has always been a central theme in Japanese literature. Focuses on how Japanese writers of the modern period (particularly late 19th century to the present) depict the struggle with new concepts and forms of "love" and relationships. As well as basic readings about modern Japanese history and culture, assigned texts range from canonical work, various forms of early twentieth-century modernist mystery, technical and avant-garde writings, to contemporary "coming of age" novels. We will also examine such media as cartoons and films. Readings and discussion in English. (Same as East Asian Languages and Literatures 235.)

239/339S Modern Japan: Japanese Culture and Society From A(-Bomb) to (Dragon Ball)Z.

This course explores issues of imperialism, military conflict, pacifism, nuclear victimhood, foreign occupation, national identity, and social responsibility in 19th to 21st-century Japan. Materials include nonfiction, science fiction, poetry, war propaganda, novels, censorship documents, animé, and film. Taught in English. No knowledge of Japanese language or history required. (Same as East Asian Languages and Literatures 239/339.) Omori.

[244] Tragedy: Then and Now.

How did Greek tragedy work in the city of Athens? Athens was a radical democracy but was based on slave labor and the exclusion of women. How is this implied contradiction displayed in the works of Aeschylus, Sophocles, Euripides? But tragedy also has contemporary life. How do these plays transcend their time of production? An opportunity to examine relations of gods/humans, fate/choice, as well as gender, class/ethnicity and sexuality. Readings to include works by Seneca, Racine, Sartre, O'Neill, Heaney, Fugard. (Writing-intensive.) (Genre) (Same as Theatre 244 and Classics 244.) Maximum enrollment, 20.

245F "All Shook Up": How Modern Theatre Transformed Western Notions of Gender, Sex, Class and Reality.

A study of modern drama as literary and social text, with special attention to issues of class and gender. How does dramatic form express political and philosophical ideas? What is "modern"? Once experimental, these modern classics shaped theatre today. Texts to include works by Büchner, Ibsen, Strindberg, Chekhov, Pirandello, Shaw, Beckett, Brecht, Ionesco, Genet, O'Neill, Treadwell, Lorca, Williams, Hansberry, as well as recent interpretations and productions of some of these works. Prerequisite, one course in theatre or literature. (Genre) Not open to students who have taken 345. (Same as Theatre 245.) Bellini-Sharp, N Rabinowitz.

[251] "Modern" Youth in Japanese Literature and Culture.

Examines stories and other forms of cultural expression related to the emergence of "modern" youth in Japan. We pay particular attention to the cultural, historical and political backgrounds that facilitated the establishment of such a category. Primarily focusing on literature, readings also include other modern expressive media such as film, cartoons, animation and online bulletin boards. We will also examine the production and dissemination of certain images of "youth" by mass media. Readings and

discussion in English. (Same as East Asian Languages and Literatures 251.)

[258] Opera.

Study of literary and musical dimensions of operas by major composers from Monteverdi and Mozart to the present. Emphasis on the transformation of independent texts into librettos and the effects of music as it reflects language and dramatic action. Includes such works as *Orfeo*, *The Marriage of Figaro*, *Otello*, *The Turn of the Screw* and *Candide*. Prerequisite, two courses in literature or two in music or one in each field, or consent of instructors. (Genre or Intermedia) (Same as Music 258.) Maximum enrollment, 24.

[270] Heaven, Hell and the Space in Between: Devils and Deities in Russian Literature and Art.

Examination of the portrayals of the cosmic conflict: Good vs. Evil, Heaven vs. Hell, God vs. Satan. The second half of the semester will be dedicated to a close reading and analysis of Fyodor Dostoevsky's *Brothers Karamazov*. (Writing-intensive.) No knowledge of Russian required. (Same as Russian Studies 270.) Maximum enrollment, 20.

[278] The Straight Story?: Rethinking the Romance.

A study of the ways in which various forms of sexual desire (overt or closeted) drive the plot of literary works. How is desire constructed? How have authors used, manipulated and resisted the marriage plot for aesthetic and political ends? Special attention to works by gay and lesbian authors. Readings, which include works of theory as well as imaginative texts, to include such authors as Austen, Diderot, Balzac, Zola, Wilde, Baldwin. (Theme or Identity and Difference) (Same as Women's Studies 278.)

[281] Performing Politics: Gender and Sexuality.

Examines the connections between theatre and political life: Is theatre political? Is political action theatrical? Focusing on performances in 20th-century Europe and the United States, we will read plays, theatre history, and political and historical documents to understand 1) how playwrights have used theatre for political ends and 2) how both "left" and "right" have mobilized people in demonstrations that might be considered performances. Topics include AIDS, reproductive rights and sexuality (drag and performance art). Prerequisite, one course in theatre or comparative literature. (Same as Women's Studies 281.)

[285] Detective Story, Tradition and Experiment.

Survey of a broad range of works, both "popular" and "serious," showing the continual renewal of the genre through the manipulation of conventional elements to produce new effects and to argue a variety of positions. Includes readings from Sophocles, Dostoevsky, Christie, Faulkner, Hammett, Chandler, Nabokov, Robbe-Grillet, Borges, Butor, Stoppard, Cortázar and others. Prerequisite, one course in literature. (Genre) (Same as Literature and Creative Writing 285.)

288F Show and Tell: Comics and Graphic Narratives.

In *Reading Comics*, Douglas Wolk states "The cheap way of referring to them is "comics" or "comic books"; the fancy way is "graphic novels". Erasing these common prejudices, this class reinforces that comics is a sophisticated and complex medium that bears close affinities with art, film, and literature. This is an introductory study of comics across cultures and within global contexts—Tintin, Astro Boy, Wonder Woman, Watchmen and others—one that emphasizes visual narrative storytelling as well as the socio-political and visual trends that have shaped the powerful creative industry of comics. (Theory or Intermedia) (Same as Art History 288.) N Serrano.

[290F] Facing Reality: A History of Documentary Cinema.

The history of cinema as representation and interpretation of "reality," focusing on nonfiction film and video from a variety of periods and geographic locales. Emphasis on the ways in which nonfiction films can subvert viewers' conventional expectations and their personal security. Forms to be discussed include the city symphony, ethnographic documentary, propaganda, nature film, direct cinema, *cinéma vérité*, the compilation film and personal documentary. (Same as Art History 290 and Cinema and Media Studies 290.)

[296/396] Keeping it Real: Nineteenth-Century Realism.

Realism emerged as a dominant literary form in the nineteenth century in the context of extensive social changes. In this course we will read representative works of realist fiction and drama to determine their aesthetic, political, psychological, and formal assumptions and effects. We will end with a consideration of the "new" realism of the early 20th-century modernist period. Readings to include works by such authors as Balzac, Zola, Flaubert, Dickens, C. Bronte, Chekhov, Dostoyevsky, Tolstoy, Ibsen, Woolf. Prerequisite, one course in comparative literature or consent of instructor.

297S Introduction to Literary Theory.

Exploration of the kinds of questions that can be asked about literary texts in themselves, and in relation to the aesthetic, political, historical and personal contexts in which they are written and interpreted. Readings include drama, fiction and theoretical essays. Although the emphasis will be on 20th-century theory (including feminist, structuralist, poststructuralist and rhetorical theory), readings will range from Aristotle to the newest work on the relationship between narrative and cognitive psychology. Prerequisite, two courses in literature. Open to sophomores, juniors and seniors only. (Same as Literature and Creative Writing 297.) J Schwartz.

301F Cinema as Theory and Critique.

A history of alternatives to commercial movies, focusing on surrealist and dadaist film, visual music, psychodrama, direct cinema, the film society movement, personal cinema, the New American Cinema, structuralism, Queer cinema, feminist cinema, minor cinema, recycled cinema and devotional cinema. While conventional entertainment films use the novel, the short story and the stage drama as their primary instigations, experimental and avant-garde films are analogous to music, poetry, painting, sculpture and collage. Not open to first-year students. (Same as Art History 301 and Cinema and Media Studies 301.) MacDonald.

[319F] Text/Image in Cinema.

Focus on the ways in which the histories of film and literature have intersected. Discussion of implications of adapting narrative and dramatic fiction to the screen. Also evokes the history of the use of visual text in film — in titles, intertitles, subtitles, credits — as a background for exploration of the wide range of creative uses of visual text evident in the work of independent filmmakers. Filmmaker guests will be invited to talk about their work. Prerequisite, one course in literature or film. (Same as Art History 319.)

[338] Seminar: Heroes and Bandits in Chinese History and Fiction.

Readings from several of China's greatest literary works (including histories, novels, opera and poetry) such as Sima Qian's *Records of the Grand Historian* and *The Romance of the Three Kingdoms*. Reexamination of widely held assumptions about history and fiction with discussions and writing assignments on the role played by different genres as sources for knowledge about the past. Emphasis on authors' attitudes in shaping narrative accounts of heroes, bandits, assassins, scholars, women and emperors. (Writing-intensive.) Prerequisite, 280, 285 or consent of instructor. (Same as History 338.) Maximum enrollment, 12.

346F The Comedy of Terrors.

Analysis of 19th- and 20th-century works in which stark visions of the human condition are paradoxically presented in comic terms. Emphasis on the techniques by which the apparently contradictory tendencies of humor and terror are fused, as well as the reasons (psychological, philosophical, political and aesthetic) why writers, film-makers and composers have been attracted to this device. Readings by such writers as Gogol, Dostoevsky, Kafka, Nabokov, Ionesco and Burgess; study, as well, of such films as *Pulp Fiction* and *Fargo* and such operas as Strauss' *Salome*. Prerequisite, two courses in literature or consent of instructor. (Genre or Theme) P Rabinowitz.

[Fall 2007 01](#) (Rabinowitz P)

[349S] The Garden in the Machine: Depicting Place in Modern American Cinema.

An exploration of the many ways filmmakers and video-makers have explored and depicted the American landscape and cityscape. Extensive screenings of accomplished films and videos, contextualized by discussions of painting and photography; by readings of novels, stories, poems by Henry David Thoreau, Mary Austin, William Faulkner and others; by place-oriented films from other cultures; and by visiting filmmakers.

356F Introduction to Japanese Film.

Traces the history of one of the world's most innovative film industries. Since the early 20th century, Japanese film makers have experimented with and improved upon cinema; their work has been influential not only in Japan but throughout the world. From the drama of early silent movies to anime, we'll cover some of the "greatest hits" of Japanese film, whether widely popular or critically acclaimed. This exploration of cinema in Japan will offer both a new perspective on cinema itself as well as an opportunity to view the genre's development in a specific cultural context. (Oral Presentations.) Prerequisite, Cinema and New Media Studies 120, Comparative Literature 120, Art History 120, any 200-level course in Asian studies or literature, or consent of the instructor. No prior knowledge of Japanese history, language or film required. Mandatory screenings on Mondays. (Same as East Asian Languages and Literatures 356.) Omori.

360S Proust.

Marcel Proust's "In Search of Lost Time" is often cited as the greatest Western novel, but because of its length—over 4000 pages in the standard English translation—it is seldom read. This course offers a rare chance to study the novel in its entirety, with particular attention to Proust's understanding of time, his revolutionary views on sexuality, his narrative technique, and his ideas about the relationship between literature and the other arts. Prerequisite, By consent of instructor. (Single-Author) Maximum enrollment, 12. P Rabinowitz.

365S Major Figures in Cinema.

Focus on crucial contributors to the wide world of cinema. The work of one, two, or three particular filmmakers, each from a different sector of the geography of cinema, will be examined in detail. Possible filmmakers include Alfred Hitchcock, James Benning, Ross McElwee, Stan Brakhage, Fritz Lang, the Coen brothers. Prerequisite, ARTH/CNMS/CPLIT 120; or ARTH/CNMS/CPLIT 290; or ARTH/CNMS/CPLIT 301; or permission of the instructor. (Same as Art History 365 and Cinema and Media Studies 365.) MacDonald.

[391] Feminist and Queer Literary Theory.

Contemporary feminist and queer theories have a close connection to literature; they emerged from and later transformed literary studies. We will discuss selected theoretical writing, as well as creative texts from the late nineteenth century to the late twentieth century: fiction, plays, and films. Conversations will center around questions of identity and performativity, and the intersections of gender, sexuality, race and class. Readings to be drawn from the following: Oscar Wilde, Radclyffe Hall, James Baldwin, Audre Lorde, E. M. Forster, Virginia Woolf, Tony Kushner, Cherrie Moraga. Prerequisite, At least two courses in CpLit and/or Women's Studies. (Theory or Identity and Difference) (Same as Women's Studies 391.)

500F Senior Seminar: Theme and Variations.

The theme, a favored location for literary study for most of the 20th and now 21st centuries, is important for comparative work. We will study the ways in which themes are used and reused in different texts from different cultures, addressing traditional themes and modern reworkings, especially those inspired by feminism, queer theory, and post-colonial theory. Readings will be drawn from authors such as Homer, Euripides, Ishmael Reed, Paule Marshall, Wole Soyinka, Monique Wittig. Extensive opportunities for independent research. Prerequisite, three courses in literature. Seniors only. Priority to Comp Lit concentrators. Maximum enrollment, 12. N Rabinowitz.

550S Senior Project.

A project resulting in a thesis and supervised by a member of the department. Required of candidates for departmental honors. The Department.

Computer Science

Faculty

Mark W. Bailey, *Chair*
Alistair Campbell
Richard W. Decker
Stuart H. Hirshfield

Beginning with the Class of 2013, a concentration in computer science consists of 11 courses: 110, 111, 123, 210, 220, 240, 410, and four 300-level courses numbered 310 and above. Furthermore, two of the 300-level courses must be designated programming intensive, and two of the 300-level courses must be designated theory intensive.

Concentrators fulfill the Senior Program requirement by taking 410. Students may earn departmental honors by maintaining a grade point average of 3.5 or higher in courses counting toward the concentration and distinguished achievement in 500.

Students contemplating a concentration in computer science should begin with 110. Students looking for a computer-related course but not necessarily contemplating a concentration in the subject should consider any course numbered less than 111.

A minor in computer science consists of 110, 111, two courses numbered 210 or higher, and one course numbered 310 or higher.

[102S] Needful Things.

Investigation of the manner in which technological innovations arise to meet social needs and often later create unforeseen needs, with emphasis on digital technology. Topics will include the nature and history of digital computation, the development of the Internet, the storage and manipulation of digital information and the economic, social, and legal consequences of these technologies. May not be counted toward the concentration or the minor.

[104] Secrets, Lies and Digital Threats.

Introduction to digital threats, computer security technology and strategies for combating digital threats. Through case study, students investigate the nature of digital threats, the limits of technology, and roles humans must play in protecting and securing digital creations. Topics include viruses, Trojan horses, worms, cryptography, threat modeling and risk assessment. Includes a service-learning component. No knowledge of computer programming required. Not open to students who have completed 110. May not be counted toward the concentration or the minor. Maximum enrollment, 24.

[105F] Explorations in Computer Science.

Investigation, through hands-on experience, of a modern application of computer science. Applications may include robotics, virtual reality, games, manipulation of digital media, and human-computer interaction. Topics for individual sections will be printed in the preregistration materials. No prior computer experience is expected. Not open to students who have completed 110. May not be counted toward the concentration or the minor. (Quantitative and Symbolic Reasoning.) Maximum enrollment, 20.

[Spring 2007 01](#) (Rosmaita B)

[Spring 2007 02](#) (Bailey M)

[Spring 2007 04](#) (Campbell A)

[Fall 2008 01](#) (Hirshfield S)

[Fall 2008 02](#) (Campbell A)

110F,S Introduction to Computer Science.

The first course in computer science is an introduction to algorithmic problem-solving using the Python programming language. Topics include primitive data types, mathematical operations, structured programming with conditional and iterative idioms, functional abstraction, objects, classes and aggregate data types. Students apply these skills in writing programs to solve problems in a variety of application areas. No previous programming experience necessary. (Quantitative and Symbolic Reasoning.) Maximum enrollment, 26. The Department.

111F,S Data Structures.

A second course in programming, concentrating on the implementation of dynamic structures for data representation. Students will write programs in the C++ programming language which implement the following classic data structures, among others: stacks, lists, queues, hash tables, and trees. Course discussion will emphasize recursion, efficient implementations in terms of memory space and running time, computational complexity of algorithms, and introduction to two important fields of study: searching and sorting. (Quantitative and Symbolic Reasoning.) Prerequisite, 110, or placement by the department. Campbell.

123S Discrete Mathematics.

Study of mathematical models and techniques commonly used in computer science. Emphasis on analytical and logical skills, including an introduction to proof techniques and formal symbolic manipulation. Topics include set theory, number theory, permutations and combinations, mathematical induction and graph theory. Topics will be reinforced with hands-on experiences

using the ML programming language. Appropriate for students with strong pre-calculus backgrounds. No previous programming experience necessary. (Quantitative and Symbolic Reasoning.) Not open to seniors; open to juniors by consent of instructor. Decker.

[207] Topics in Computer Science I.

Study of an area in computer science. Content, differing from year to year, has included computer organization, neural networks, genetic algorithms and parallel computation. Prerequisite, any computer science course and consent of the instructor. May be taken more than once. Maximum enrollment, 26.

210F Applied Theory.

An investigation of the nature of computation through development of several models of computation. Topics include finite state machines, pushdown automata and Turing machines, the Chomsky language hierarchy, discussion of computational complexity, and illustration of how these abstract models of computation may be applied to language recognition problems such as lexical analysis and parsing. (Quantitative and Symbolic Reasoning.) Prerequisite, 123; or, senior standing and permission of instructor. Bailey and Campbell.

220S Principles of Programming Languages.

Investigation into the nature, features, design and implementation of programming languages. Students will gain experience with a wide variety of programming languages through programming exercises. Topics will include, among others, object-oriented programming, functional programming, higher-order functions, type systems and polymorphism. Prerequisite, 111; or, senior standing and permission of instructor. Hirshfield.

240F Computer Organization and Assembly Language.

A study of the connection between high-level programs and the machines on which they run by means of extensive programming experience using assembly language. Topics will include translation of high-level language idioms into assembly language, number systems and representation schemes, exceptions, interrupts, polling, and an introduction to the structure of the underlying hardware. In the final project, students develop an assembler. Prerequisite, 111; or, senior standing and permission of instructor. Maximum enrollment, 26. Bailey.

290F,S Programming Challenges.

Study of classic programming problems from regional and national programming competitions. Students are required to participate in a regional programming contest. Prerequisite, CPSCI 111, and consent of instructor. One-quarter course credit. Offered credit/no credit. May be repeated. Students may count up to one credit from courses numbered 290-298 toward graduation. Maximum enrollment, 20. The Department.

[307] Topics in Computer Science II.

In this course we will explore the state-of-the-art in natural language processing, that is, algorithms for extracting useful information from written text, and tools that employ these algorithms in various ways. Topics include NL parsing, morphological analysis, part-of-speech tagging, semantic mapping of terms, knowledge representation, and ontologies. A particular domain of interest, though not an exclusive one, will be the extraction of knowledge from abstracts of scientific papers in bio-medicine. Prerequisite, CPSCI 110. Maximum enrollment, 10.

[Spring 2007 01](#) (Rosmaita B)

310F Compilers.

Study of the translation of high-level languages into assembly language. Topics will include tokenizing, parsing, type checking, code generation and optimization. Each student will implement a significant portion of a compiler. Programming intensive. Prerequisite, 210, 220 and 240. Maximum enrollment, 26. Campbell.

320S Computer Architecture.

Study of how computers are built. Starting with fundamental logic gates, students will learn how to construct fundamental computational, memory and control components using digital logic. Students study the implementation of arithmetic logic units, processor control and datapath design. Topics will include performance analysis, pipelining, cache design, virtual memory, disk storage, and multicore design. Theory intensive. Prerequisite, 240. Some programming required. Maximum enrollment, 26. Bailey.

[330S] Algorithms.

Discussion of the canon of standard algorithms, with analysis of time and space complexity. Topics will include, among others: sorting, searching and selection; numerical algorithms; string matching; graph algorithms; parallel algorithms; non-determinism and NP-completeness. Theory intensive. Prerequisite, 111 and 123.

[Spring 2007 01](#) (Rosmaita B)

340S Operating Systems.

Study of the design and implementation of computer operating systems. Students will develop at least four significant projects related to the topics of process scheduling, interprocess communication, memory management, file systems, access control, device drivers and security. Programming intensive. Prerequisite, 240. Maximum enrollment, 26. The Department.

[350F] Database Theory and Practice.

A study of modern database systems. Topics include data models, query languages, topics in database design, efficiency issues in

query processing and database system architecture. Typical activities will consist of design and analysis of parts of a relational database, implementing queries in the SQL language, and time and space analysis of possible database architectures. Theory intensive. Prerequisite, 111. Maximum enrollment, 26.

[375S] Artificial Intelligence.

Exploration of AI theory and philosophy, as well as a variety of algorithms and data structures, such as heuristic strategies, logic unification, probabilistic reasoning, semantic networks and knowledge representation. Topics include application areas such as natural language understanding, computer vision, game playing, theorem proving and autonomous agents. Programming intensive. Prerequisite, 220. (Same as Neuroscience 375.)

410F Senior Seminar.

Practicum in which teams of students provide computer expertise and support for faculty research projects. Topics include software engineering analysis, design, coding, testing, maintenance, and documentation. (Oral Presentations.) Prerequisite, 210, 220 and 240. Open to senior concentrators only. Maximum enrollment, 26. Hirshfield.

[420] Readings in Computer Science.

Reading in a field of computer science. The class will read several papers assigned weekly from research conference proceedings and journals. Classes will consist of discussions of the day's paper(s). Students will develop a comprehensive annotated bibliography and lead the daily discussions. Does not count toward the concentration or minor. Prerequisite, Consent of instructor. May be repeated for credit with permission of the department. Maximum enrollment, 6.

500S Honors Thesis.

A semester-length research project. Open to qualified senior concentrators. (Oral Presentations.) Prerequisite, Three 300-level courses numbered 310 and above, 410 and consent of the department. Maximum enrollment, 26. Bailey.

Critical Languages

Faculty

Mary Beth Helderle, *Program Director*

The Critical Languages Program is a self-instructional program where students meet three times a week in small groups with a student tutor who is fluent in the language. The student tutor is not a "teacher" in the usual sense. Students, therefore, are expected to exercise the self-discipline and motivation required of independent work. Courses follow established curricula and are not self-paced. In addition to being highly motivated and self-directed, students must be willing to make a daily commitment to the rigorous study and practice of the language through the use of written, recorded and computer materials. Course grades are determined by mid-term and final exams, administered by external examiners.

Language study requires practice and conscientious preparation on a daily basis in order to participate fully in highly interactive classes. Classes are conducted with very little use of English.

The Critical Languages Program does not offer courses beyond second year and there is no minor or concentration available for these languages. Only languages listed in the Course Catalogue are offered. With the exception of Hebrew, all courses are self-instructional in the CLP.

Students with prior language experience must take a placement test prior to enrolling to determine appropriate level in order to receive course credit.

Students enrolled in the self-instructional courses must contact Mary Beth Helderle by 4 p.m. the first day of classes in order to schedule the class. As classes are contingent upon student tutor availability, on rare occasions a class is cancelled or, due to scheduling conflicts, a student is unable to take the class.

For additional information on the self-instructional format or languages currently offered, visit [Critical Languages web site](#).

121F First Term Swahili.

Introduction in speaking, writing, reading and aural comprehension. Textbook readings and exercises with a strong emphasis on interactive verbal production. Highly interactive with supplemental Language Center projects and activities. Self-instructional format. Maximum enrollment, 10. The Program.

122S Second Term Swahili.

Continued study with emphasis on verbal proficiency, reading and listening comprehension. Highly interactive with supplemental Language Center projects and activities. Self-instructional format. Prerequisite, Swahili 121 or placement. Maximum enrollment, 10. The Program.

125F First Term Hindi.

Introduction in speaking, writing, reading and aural comprehension. Textbook readings and exercises with a strong emphasis on interactive verbal production. Highly interactive with supplemental Language Center projects and activities. Self-instructional format. Maximum enrollment, 10. The Program.

126S Second Term Hindi.

Continued study with emphasis on verbal proficiency, reading and listening comprehension. Highly interactive with supplemental Language Center projects and activities. Self-instructional format. Prerequisite, Hindi 125 or placement. Maximum enrollment, 10. The Program.

221F Third Term Swahili.

Intermediate level study with emphasis on verbal proficiency, reading and listening comprehension. Highly interactive with supplemental Language Center projects and activities. Self-instructional format. Prerequisite, Swahili 121 and 122 or placement. Maximum enrollment, 10. The Program.

[222S] Fourth Term Swahili.

Advanced level study with emphasis on verbal proficiency, reading and listening comprehension. Highly interactive with supplemental Language Center projects and activities. Self-instructional format. Prerequisite, Swahili 121, 122, 221 or placement. Maximum enrollment, 10.

225F Third Term Hindi.

Intermediate level study with emphasis on verbal proficiency, reading and listening comprehension. Highly interactive with supplemental Language Center projects and activities. Self-instructional format. Maximum enrollment, 10. The Program.

226S Fourth Term Hindi.

Advanced level study with emphasis on verbal proficiency, reading and listening comprehension. Highly interactive with supplemental Language Center projects and activities. Self-instructional format. Maximum enrollment, 10. The Program.

Dance and Movement Studies

Faculty

Elaine Heekin, Chair
Bruce Walczyk
Paris Wilcox

Special Appointment

Richard G. Lloyd
Sandra Stanton

A concentration in dance consists of 201, 203, 205, 305, 307, 550 or 560, and four semesters of Martial Arts and Dance (208, 308) and/or Intermediate Technique (213, 215, 216) and/or Advanced Technique (313, 315). The Senior Program in dance may be fulfilled through satisfactory completion of one of the following options: a Senior Thesis (550), which may be a research paper or a field study in movement behavior and its analysis/notation, or Senior Performance/Choreography (560), which may be a performance of dance works, choreography or both. No student who has completed the requirements and maintained at least a 3.0 (85) average in dance courses will be prohibited from selecting the performance/choreography option as his/her senior project. The department highly recommends that students qualifying for and electing Dance 560 (Senior Performance/Choreography) be enrolled in technique class during that semester. Students falling below the 3.0 (85) average will be required to register for an independent study as preparation for the project.

Departmental honors may be earned through outstanding achievement in coursework, a history of distinguished contribution to the dance program and excellence in the performance, composition, research or production component of the Senior Program, as judged by the department.

A minor in dance consists of three courses selected from 201, 203, 205, 305 and 307, and two semesters of Martial Arts and Dance (208, 308) and/or Intermediate Technique (213, 215) and/or Advanced Technique (313, 315).

112S Elementary Contemporary Dance.

Fundamentals of contemporary dance incorporating technique, theory and criticism. No previous dance training required., not open to Seniors Maximum enrollment, 25. Heekin.

113S Elementary Jazz Dance.

This course focuses on the basic movement principles found in contemporary jazz technique. The class will also focus on proper alignment and basic anatomical terminology. There will be several quizzes addressing the history of jazz dance as well as movement vocabulary. An introduction to critiquing dance works and several reviews of dance performances will be part of the grading criteria. Required Text: *Jazz Dance*, Giordano, Gus Maximum enrollment, 25. Elaine Heekin.

114F,S Elementary Ballet.

Beginner-level study of classical ballet with a focus on ballet's basic vocabulary in both barre and center floor exercises, studio-stage directions and designations for the classical positions of the body in space. Work on such stylistic aspects of ballet as musicality, dynamics and use of the head. Readings in kinesiology pertaining to muscular alignment analysis. No previous dance experience required. Maximum enrollment, 25. The Department.

141-142F,S Performance.

The study of dance through performance of a role in a main stage dance concert. Prerequisite, invitation of the department. One-quarter credit per semester. May be repeated for credit. The Department.

180S Sound, Performance and Creativity.

An introduction to the development and use of sound in its relationship to performance. Topics include creation of original sound structures, using vocal and body sounds as well as found objects; introduction to sound recording, editing and playback; aural analyses of material created in the class, as well as material from various historical periods, to develop a common musical language and to understand the structures and aesthetics of sound and music; creation of different types of non-traditional visual scores and their application for movement. Individual and group projects. No previous musical, dance or theatre experience required. Maximum enrollment, 16. Lloyd.

[201] History of Dance.

Study of the theatrical, social and ritual aspects of dance through cross-cultural comparisons among dance forms. Exploration and analysis of such historical issues as the evolution of dances, the struggle to preserve traditional dances and dance fusions in a global society. Lectures, discussions and films. (Writing-intensive.) No previous dance training required. Maximum enrollment, 20.

[203] Movement Analysis.

Observing, analyzing and recording movement using Laban's principles. Emphasis on cultural and aesthetic concepts of movement as a system of communication. Investigation of alignment techniques, movement behavior and kinesiological principles. No prior dance training required. Maximum enrollment, 15.

204S Pilates For Dance.

A focus on the basic exercises found in the pilates method of body conditioning including various apparatus (mat, magic circle, reformer, barrel and cadillac). An overview of anatomy as it applies to the pilates system will be addressed. The history and philosophical approach to the pilates system will be included. The discipline focuses on the muscles that are the linchpin of good posture and a stable, strong core. Prerequisite, dance technique course taken within the department. Maximum enrollment, 16. Heekin.

205F Kinesiology.

An investigation of the musculoskeletal system and use of biomechanical principles to improve efficiency of motor behavior. Emphasis on joint, muscular and alignment analysis. Lectures, discussions and practical application of movement concepts. No prior dance training required. Maximum enrollment, 30. Walczyk.

208F,S Martial Arts and Dance.

An investigation into the relationship between martial arts and dance emphasizing the abstraction of movements of self-defense into dance. Relies on many cultures that utilize body awareness and movement efficiency through several systems including aikido, capoeira, chi kung, jeet kune do, kali, muay thai, northern shaolin, pa kua chang, silat and tai chi chuan. Prerequisite, any dance, athletic or martial art experience. Maximum enrollment, 25. Walczyk.

[Spring 2010 01](#) (Walczyk B)

213S Intermediate Contemporary Dance.

The study of contemporary dance incorporating technique and theory. Emphasis on alignment and efficiency of movement focusing on increasing strength and flexibility. May be repeated for credit. Prerequisite, Any dance training in contemporary, ballet or jazz. Maximum enrollment, 25. Heekin.

215F,S Intermediate Ballet.

Continuation of the study of ballet. Technique classes are combined with studies in kinesiology, dance theory and dance criticism. May be repeated for credit. Prerequisite, 114, or consent of instructor. Maximum enrollment, 25. Stanon, S/Wilcox, P.

216F Intermediate Jazz Dance.

Prerequisite, Any dance training in contemporary, ballet or jazz. Developing the technical skill and comprehension of jazz vocabulary and history beyond the elementary level. Focusing on proper alignment and increasing strength, flexibility, endurance as applied to jazz technique. Maximum enrollment, 25. Heekin.

250F Ballet in the Twentieth Century.

Study of the history of ballet from the Imperial Ballet of the Tsars to the present. Study of Diaghilev's Ballets Russes, the Ballet Russe de Monte Carlo, New York City Ballet, American Ballet Theatre, the Royal Ballet of England and the Kirov and Bolshoi of Russia. Examination of aesthetic principles and their influence on the development of modern ballet. Study of dancers, choreographers, composers and visual artists associated with the ballet world. (Writing-intensive.) No previous dance experience required. Maximum enrollment, 20. Wilcox.

258F Performing Culture: Shamans, Tourists, and Cross-dressers.

Examination of performing arts across Asia from traditional theatre to contemporary pop culture, and how performance functions in society. Topics include shamanic rituals, "invented" traditions, tourism, cross-dressing, and other formations of sociocultural identities. The course will be open to first year students and have no prerequisites. (Same as Asian Studies 258 and Theatre 258.) Chuyun Oh.

305F Composition.

A study of the elements of choreography, emphasizing personal development in movement invention, phrasing and design. Improvisation, costume, set, props, music and technical theatre are introduced. Prerequisite, consent of instructor. Maximum enrollment, 15. Heekin and Walczyk.

[307] Choreography.

The application of fundamentals from 305 to more complex choreographic work, incorporating set, props, costume and text. Exploration and analysis of other art forms as related to dance composition. Prerequisite, 305 or consent of instructor. Maximum enrollment, 15.

308S Advanced Martial Arts and Dance.

A continuation of 208, emphasizing martial arts from Africa, Asia, Southeast Asia and South America. Students will study cultural background, history, philosophy and terminology along with practical application of movement theories. Prerequisite, 208 or consent of instructor. Maximum enrollment, 25. Walczyk.

[Spring 2010 01](#) (Walczyk B)

[313] Advanced Contemporary Dance and Repertory.

The study of contemporary dance incorporating technique and theory. Emphasis on performance techniques and ability to

comprehend the conceptual framework of movement. Supplemental training in Pilates, jazz and yoga. Guest artists invited each year to teach master classes. May be repeated for credit. Prerequisite, 213 or consent of instructor. Required for students to perform in a faculty or guest artist's work for the Family Weekend Concert. Maximum enrollment, 25.

[315] Advanced Ballet.

The study of classical ballet emphasizing style and performance quality in addition to technical mastery of the ballet vocabulary. Meets five times weekly. While out-of-class assignments are minimal, daily attendance, effort and consistent improvement in the technical and stylistic aspects of this art form are of critical importance. May be repeated for credit. Prerequisite, 215 or consent of instructor. Maximum enrollment, 25.

550F,S Senior Thesis.

A research paper or a field study in movement behavior and its analysis/notation. Open to senior concentrators only. The Department.

560F,S Senior Performance/Choreography.

A performance of dance works, the choreography of dance works or both. Substantial written component comprising research into the historical, theoretical and socio-cultural contexts of the chosen work. Following submission of the monograph and completion of production, each student will participate in the evaluation of her/his project with an evaluating committee. Open to senior concentrators only. The Department.

Digital Arts

Faculty

L. Ella Gant (Art), *Director*
Samuel F. Pellman (Music)

Ryan Carter (Music)

Robert Knight (Art)

David Stoughton (Theatre)

The introduction of digital media into creative fields has changed the very nature of their study and production. Musicians, scientists, creative writers, film makers, and visual and performing artists have developed multiple fluencies with digital media. This, in turn, has challenged the long-standing tradition of individual genius specializing in individual media and has made collaborative and cross-disciplinary work practically inevitable. The program in digital arts provides a formal framework for the exploration of these creative possibilities.

The minor in digital arts consists of five courses: the Digital Arts Workshop (Art/Music 377) and four other courses, including at least two from the digital arts studio course list. Courses counted toward this minor cannot also be counted toward another concentration or minor.

DIGITAL ARTS STUDIO COURSES

Art

115 Introduction to Digital Photography

116 Introduction to Photography

213 Introduction to Video

221 Introduction to Animation

302 Advanced Photography

313 Advanced Video

Dance

180 Sound, Performance and Creativity

Music

109 Theories of Music: Fundamentals

277 Music for Contemporary Media

Theatre

213 Lighting Design

214 Sound Design

314 Meisner One: Transitions

RELATED COURSES

Art History

319 Text/Image in Cinema

College

202 Infinity and Then Some

218 Space: Its Light, Its Shape

224 Art and Physics of the Image

225 Nature, Art or Mathematics?

Cinema and Media Studies

120 Introduction to the History and Theory of Film

125 Introduction to History and Theory of New Media

205 Video Game Nation

301 Cinema as Theory and Critique

352 Media Theory and Visual Culture

335 Media and Production

Comparative Literature

290 Facing Reality: A History of Documentary Cinema

349 The Garden in the Machine: Depicting Place in Modern American Cinema

Computer Science

105 Explorations in Computer Science

110 Introduction to Computer Science

207 Topics in Computer Science I

307 Topics in Computer Science II

375 Artificial Intelligence

Music

253 Music in Europe and America Since 1900

Physics

136 Physics and Art

175 The Physics of Musical Sound

245 Electronics and Computers

Theatre

236 Outrageous Acts: Avant-Garde Theatre and Performance Art

East Asian Languages and Literatures

Faculty

Yi-Hui Chen
Xiaoming Hou
Masaaki Kamiya
Kyoko Omori
Ayako Tanemura
Lian Xue
Zhuoyi Wang

Special Appointments

Leanne Li
Yan Li
Shuang Wu
Yang Wu

The East Asian Languages and Literatures Department offers courses in the Chinese and Japanese languages, literatures and cultures, a Chinese concentration, a Chinese minor, a Japanese minor, and a study abroad program, Associated Colleges in China (ACC). Courses offered focus on language acquisition and introduction to the cultures and civilizations of both countries. As much as possible, the first-year courses are taught in the target languages, while the upper-level courses are conducted entirely in Chinese or Japanese. The Chinese concentration emphasizes work in the original language as key to understanding China and China-related issues aiming at and preparing students for further studies in graduate schools and professional careers in international trade, government service, diplomacy, private business, journalism and other related fields.

A concentration in Chinese consists of nine courses offered by the Chinese Program and numbered 140 or higher, including at least one course at or above the 445 level in each semester of the senior year and the required senior project (550). A minor in Chinese consists of five courses offered by the Chinese Program and numbered 140 or higher, including at least one 400-level course. After consulting the Chinese Program, students may use courses focusing on China offered by the Asian Studies Program or another department to satisfy the Chinese concentration or minor requirements.

A minor in Japanese requires five courses. Those courses include at least three language courses beyond Japanese 120 (i.e., 130, 140 and 200) and one non-language course offered by the program. The fifth course may be either a language (220 and above) or a non-language course. Consult the faculty in Japanese.

Students of Chinese and Japanese are strongly encouraged to participate in study abroad programs in China and Japan. Students of Chinese are eligible for the ACC program. Students of Japanese have the opportunity to study abroad through such programs as Kyoto Center for Japanese Language (Kyoto), CIEE-Sophia University (Tokyo) and Nanzan University (Nagoya). Consult the faculty in Japanese for details.

To obtain departmental honors, students must have an average of A- or better in all coursework in Chinese and must be a Chinese major.

Study of the Chinese and the Japanese languages (Chinese 140/Japanese 140) in the East Asian Languages and Literatures Department also satisfies the two-year language requirement of the Asian Studies Program. Students are encouraged to strengthen their understanding of cross-cultural issues by integrating their language and culture studies with courses offered in Asian studies.

Students interested in beginning or continuing their Chinese or Japanese language studies should make an immediate start with the 100- or 200-level courses or consult with the department chair. All 100-, 200- and 300-level courses taught in English are open to juniors and seniors without prerequisites.

Associated Colleges in China

Administered by the East Asian Languages and Literatures Department, the program provides summer, fall and spring study in Beijing (Capital University of Economics and Business) with intensive coursework through individualized instruction with a high level of participation and interaction. The courses are taught entirely in Chinese and encompass topics including advanced language, Chinese politics, society, economics, religion, art, folklore and literature. Unique features and activities of the program include the language pledge (speaking Chinese only), language practicum (individual projects conducted with local citizens), Chinese host families, Chinese language table, field trips in historically and culturally important sites outside of Beijing and extracurricular activities such as Taichi, Chinese food cooking, calligraphy, etc.

The courses taken with ACC will count toward the Chinese concentration requirement. However, students with concentrations

other than Chinese should consult with the appropriate department for transfer of credit for the concentration.

The ACC Program is open to sophomores, juniors and first-semester seniors. It is in principle a full-year program (summer, fall and spring); however, applications may be made for any of the three sections. To be admitted, students must take at least two semesters of Chinese, a course on the culture and civilization of China and have the permission of the ACC director.

Chinese

110F First-Term Chinese.

An introduction to spoken and written modern Chinese through conversational drills, comprehension, reading and writing practice in classwork and homework. Four hours of class, with additional lab work and individual sessions for each student. Maximum enrollment, 16. Jin and Huang.

[Fall 2007 01](#) (Jin H, Lu Y)

[Fall 2007 02](#) (Jin H, Lu Y)

[Fall 2007 03](#) (Jin H, Lu S, Yang Y)

[Fall 2009 01](#) (Huang T, Zhuansun X, Sun X)

[Fall 2009 02](#) (Huang T, Zhuansun X, Sun X)

[Fall 2009 03](#) (Huang T, Zhuansun X, Sun X)

[Fall 2010 01](#) (Jin H, Huang T)

[Fall 2010 02](#) (Jin H, Huang T)

[Fall 2010 03](#) (Jin H, Huang T)

[Fall 2013 01](#) (Jin H, Hou X, Li Y, Wu S)

[Fall 2013 02](#) (Jin H, Hou X, Li Y, Wu S)

[Fall 2013 03](#) (Jin H, Hou X, Li Y, Wu S)

[Fall 2013 04](#) (Jin H, Hou X, Li Y, Wu S)

120S Second-Term Chinese.

Continued work in speaking, listening and reading. Emphasis on patterns that facilitate speaking and reading. Four hours of class, with additional lab work and individual sessions for each student. Prerequisite, 110. Maximum enrollment, 16. The Department.

[Spring 2010 01](#) (Huang T, Sun X, Zhuansun X)

[Spring 2010 02](#) (Huang T, Sun X, Zhuansun X)

[Spring 2010 03](#) (Huang T, Sun X, Zhuansun X)

[Spring 2012 01](#) (Jin H, Xu M, Gao Y, Hou X)

[Spring 2012 02](#) (Jin H, Xu M, Gao Y, Hou X)

[Spring 2012 03](#) (Jin H, Xu M, Gao Y, Hou X)

[Spring 2012 04](#) (Jin H, Xu M, Gao Y, Hou X)

[Spring 2013 01](#) (Jin H, Xu M, Hou X, Zhou L)

[Spring 2013 02](#) (Jin H, Xu M, Hou X, Zhou L)

[Spring 2013 03](#) (Jin H, Xu M, Hou X, Zhou L)

[Spring 2013 04](#) (Jin H, Xu M, Hou X, Zhou L)

[Spring 2014 01](#) (Hou X, Li Y, Wu S, Wu Y)

[Spring 2014 02](#) (Hou X, Li Y, Wu S, Wu Y)

[Spring 2014 03](#) (Hou X, Li Y, Wu S, Wu Y)

[Spring 2014 04](#) (Hou X, Li Y, Wu S, Wu Y)

130F Third-Term Chinese.

Comprehensive review of grammar and development of language skills through communicative teaching. Four hours of class, with additional lab work and individual sessions for each student. Prerequisite, 120 or consent of instructor. Maximum enrollment, 16. Lin.

[Fall 2007 01](#) (Jin H, Lu S, Sun W)

[Fall 2007 02](#) (Jin H, Lu S, Sun W)

[Fall 2009 01](#) (Lin M, Duan L)

[Fall 2009 02](#) (Lin M, Duan L)

[Fall 2010 01](#) (Lin M, Kao T)

[Fall 2010 02](#) (Lin M, Kao T)

[Fall 2013 01](#) (Xue L, Chen Y, Li Y)

[Fall 2013 02](#) (Xue L, Chen Y, Li Y)

[Fall 2013 03](#) (Xue L, Chen Y, Li Y)

140S Fourth-Term Chinese.

Continuation of third-term Chinese. Development of spoken and written skills, as well as familiarity with current Chinese culture. Class discussions in Chinese. Four hours of class, with additional lab work and individual sessions for each student. Prerequisite, 130 or consent of instructor. Maximum enrollment, 16. The Department.

[Spring 2010 01](#) (Lin M,Duan L)
[Spring 2010 02](#) (Lin M,Duan L)
[Spring 2012 01](#) (Xue L,Chang L)
[Spring 2012 02](#) (Xue L,Chang L)
[Spring 2012 03](#) (Xue L,Chang L)
[Spring 2013 01](#) (Xue L,Chen Y)
[Spring 2013 02](#) (Xue L,Chen Y)
[Spring 2013 03](#) (Xue L,Chen Y)
[Spring 2014 01](#) (Xue L,Chen Y,Li Y)
[Spring 2014 02](#) (Xue L,Chen Y,Li Y)
[Spring 2014 03](#) (Xue L,Chen Y,Li Y)

200F Third-Year Chinese I.

Designed for students who wish to use Chinese beyond everyday conversation. Concentrates on subtleties of Chinese grammar and builds a vocabulary through extensive use of short texts. Includes expository writing. Four hours of class, with additional tutorial and laboratory work. Taught primarily in Chinese. (Oral Presentations.) Prerequisite, 140 or consent of instructor. Maximum enrollment, 16. The Department.

[Fall 2009 01](#) (Sun X)
[Fall 2010 01](#) (Lin M)
[Fall 2013 01](#) (Chen Y)

[203S] Women in Chinese Literature.

Explores Chinese literature through the lens of gender, examining the ways women are represented in the Chinese literary tradition from ancient times to the present day—as trope, as voice and through their own writing in verse and prose. All readings and discussions in English.

205S Modern China Through Film.

Examines how films produced in diverse socio-economic contexts generate conflicting modern representations of China, ranging from a legendary land, an everlasting patriarchy, to a revolutionary battlefield, and how these representations produce hegemonic and subversive cultural knowledge. Students will gain a broad understanding of post-1959 Chinese cinema and history, theory of film and cultural studies, and pertinent Hollywood films. All films have English subtitles. Requirements include film viewings, presentations, quizzes, class discussions and a final paper. All lectures and discussions in English. (Same as Literature and Creative Writing 205.) Wang.

[Fall 2009 01](#) (Wang Z)
[Fall 2010 01](#) (Wang Z)
[Spring 2014 01](#) (Wang Z)

[210S] Modern and Contemporary Chinese Literature: Traditions and Modernities.

Since 1919, Chinese literature has played a decisive role in interactions between tradition and modernity. This course examines the development of Chinese literature against such interactions. Students will familiarize themselves with the most representative modern and contemporary Chinese literary works and gain a broad understanding of many modernity-related issues, including politics, culture, class, labor division, ethnicity, gender and sexuality. All lectures and discussions in English. Requirements: presentations, class discussions, film viewings and a final paper. (Same as Literature and Creative Writing 210.)

[Spring 2007 01](#) (Silber C)
[Spring 2012 01](#) (Wang C)

215F Early and Imperial Chinese Literature.

This course provides students with a general but broad-ranging familiarity with some of the world's greatest literature through the exploration of selected texts from China's immensely long and rich literary tradition. Over the course of the semester, students will develop the close reading and analytical skills necessary for critical engagement with and writing about Chinese premodern literary texts. In so doing, they will gain an appreciation for what classical Chinese literature can tell us about the varied and changing contours of Chinese history and society, even up to the present day. Yunjing Xu.

220S Advanced Chinese II.

Continuation of Advanced Chinese I, with emphasis on making the transition from textbook to an advanced level of competence for reading periodicals and journals in China. Discussion, written and oral work. Taught in Chinese. Prerequisite, 200 or consent of instructor. The Department.

[Spring 2010 01](#) (Sun X)
[Spring 2012 01](#) (Chang L)
[Spring 2013 01](#) (Chen Y)
[Spring 2014 01](#) (Chen Y)

[230] Translation Workshop.

The work of literary translation is intensely intellectual and deeply creative. Focuses on the theory and practice of translation by developing practical translation skills (from any language, but especially Chinese) through translation exercises and individual

projects. We will also read translation theory to better understand cross-cultural communication. No knowledge of Chinese required. (Writing-intensive.) Prerequisite, competence in any non-English language. Maximum enrollment, 20.

[Spring 2007 01](#) (Silber C)

259S Second/Foreign Language Development and Learning Strategies.

The purpose of this course is to provide an overview of the findings on second/foreign language development and learning strategies over the last 4 decades. Students will read about and discuss the key issues in second/foreign language acquisition process, different acquisition models, and learning strategies involved in the different stages of second language development. Students will also learn to carry out interlanguage data collection, 4 types of data analysis (contrastive, error, performance, and discourse analyses) used in the second language acquisition field. Taught in English (Same as Hispanic Studies 259 and Education Studies 259.) Hong Gang Jin.

[Spring 2013 01](#) (Jin H)

[320S] Chinese Press and Television.

Study and analysis of selected multimedia materials from the Chinese press and television dealing with social conflicts between traditional Chinese values and Western influence, the old socialist system and new privatization, natural earthly life and modern technology. Oral presentation required; written and oral work. Taught in Chinese. Prerequisite, consent of instructor.

[360S] Readings in Modern Chinese Literature.

Study and analysis of selected modern works from 1949 to the present within the sociopolitical and intellectual context. Discussion, written and oral work. Taught in Chinese. Prerequisite, 220 or consent of instructor.

380F Seminar: Transcultural Chinese-Language Cinema and Hollywood.

Does Hollywood cinema dictate its reception across the world? Are there clear-cut boundaries between non-Hollywood cinema's submission and resistance to Hollywood? Facing worldwide competition, how does Hollywood maintain its dominance of global culture? This seminar examines such questions by focusing on the nuanced negotiations between Hollywood films and diverse Chinese-language cultures, including China, Taiwan, and Hong Kong. Students will gain insight into Chinese-language films, literatures, and cultures as well as their own culture shaped by Hollywood-dominated media. (Oral Presentations.) Prerequisite, Chinese 120 or above, a 100-level or above course in Cinema and Media Studies, a 200-level or above course in Asian Studies or Comparative Literature, or consent of the instructor. All discussions in English. Maximum enrollment, 12. Zhuoyi Wang.

410F Advanced Chinese: Reading and Writing (I).

Designed for students who are approaching advanced level Chinese but need further refinements on vocabulary usage and formal expression, this course aims at increasing reading and composition capabilities with a primary focus on language accuracy and appropriateness. Students will be exposed to a large amount of authentic and formal Chinese texts covering current issues in China to obtain the skills necessary to complete various writing tasks. (Writing-intensive.) (Oral Presentations.) Prerequisite, Any 200-level or 300-level course conducted in Chinese or consent of the instructor. Taught in Chinese Maximum enrollment, 12. The Department.

425F,S Current Issues in Greater China.

Presentation and analysis of different perspectives on 21st-century Greater China Region, including geopolitical and economic issues, social changes, political situation and popular culture. Class materials includes documentaries, video/films, web sources and traditional texts. Short papers and oral presentation. Particularly designed for students who wish to improve their speaking and writing skills before working on their senior projects. (Writing-intensive.) Prerequisite, Any 300-level course in Chinese or consent of instructor. Taught in Chinese. Maximum enrollment, 20. Hsu, Y.

[Fall 2009 01](#) (Huang T)

[Fall 2010 01](#) (Huang T)

[Spring 2012 01](#) (Gao Y,Xu M)

[Fall 2013 01](#) (Wang Z)

[Spring 2013 01](#) (Chen Y,Xu M)

[Fall 2014 01](#) (Li Y)

[Spring 2014 01](#) (Hou X)

426F,S Advanced Spoken Chinese.

This course is designed to improve students' oral Chinese proficiency to advanced level and to help students prepare for ACTFL Oral Proficiency Interview (OPI). Through guided discussions on various topics in both formal and informal settings, students will be trained to master Chinese speaking skills to support opinion, hypothesize, and discuss topic concretely and abstractly in a fluent and accurate manner. (Oral Presentations.) Prerequisite, Limited to senior Chinese concentrators or consent of the instructor. Taught in Chinese. Maximum enrollment, 12. The Department.

430S Masterpieces of Chinese Literature.

Reading and discussion of the masterpieces from Chinese literature including essays during the early Qin and Han dynasties, poetry and prose from the Tang and Song dynasties, the novels from the Ming and Qing dynasties. Taught in Chinese. (Writing-intensive.) Prerequisite, A 400-level course in Chinese or consent of instructor. Limited to seniors or consent of instructor. Maximum enrollment, 20. Wang.

[Fall 2007 01](#) (Hsiung Y)
[Fall 2009 01](#) (Wang Z)
[Fall 2010 01](#) (Wang Z)
[Spring 2014 01](#) (Wang Z)

445F Classical Chinese Language and Culture.

Study and analysis of selected readings from Confucian and Taoist classics and other literary, philosophical and historical texts. Attention given to linguistic analysis and intellectual patterns and to problems of modern Chinese translation. Taught in Chinese. (Writing-intensive.) Prerequisite, A 400-level course in Chinese or consent of instructor. Limited to seniors or consent of instructor. Maximum enrollment, 20. Xu.

[Fall 2009 01](#) (Xu D)
[Fall 2010 01](#) (Xu D)
[Spring 2010 01](#) (Xu D)
[Fall 2011 01](#) (Xu D)
[Spring 2011 01](#) (Xu D)
[Spring 2012 01](#) (Xu D)
[Fall 2013 01](#) (Xu D)
[Spring 2013 01](#) (Xu D)
[Spring 2014 01](#) (Xu D)

450F Remembering the Chinese Revolution through Film.

The 20th century saw waves of revolutions shape the history of modern China. This course examines how Chinese films produced in diverse socio-economic contexts represent this century of revolution. Students will gain a broad understanding of the history of modern China, familiarize themselves with film analysis techniques and post-1949 Chinese cinema, and learn to understand film as the most powerful modern art form for constructing historical memories. Requirements for the course include group presentations, film analysis assignments, and one final paper. Taught in Chinese. (Writing-intensive.) (Oral Presentations.) Prerequisite, A 400-level course in Chinese or permission of instructor. Limited to seniors or consent of instructor. Maximum enrollment, 12. Wang.

[Spring 2010 01](#) (Wang Z)
[Spring 2012 01](#) (Wang C)
[Fall 2013 01](#) (Wang Z)

455S Reading Seminar on Late Imperial Chinese Fiction.

Late imperial (15th-19th century) China witnessed the rapid development and high artistic achievement of fictional writing, both in the classical and the vernacular languages. The great novels and short stories from this period not only influenced the contemporary culture, but also maintained influential today in various forms of movie/theater adaptations and various pop-cultural products among the East Asian community. Through readings from a combination of zhanghui xiaoshuo or novels and huaben xiaoshuo or vernacular short stories, we will explore the richness and diversity of the late imperial Chinese literature, as well as its implications on today's culture. This course will be taught in Chinese. All reading materials will be in Chinese with or without English translation. Prerequisite, A 400-level course in Chinese or consent of instructor. Highly recommended to those who have taken Classical Chinese Language (445). Yunjing Xu.

465S Chinese Education in the Age of Americanization: Crises and Reforms.

Schools in the United States have seen a rapidly increasing influx of Chinese students. In China, this trend corresponds with a growing idealization of the US educational system and dissatisfaction with the Chinese one. Yet the US system has also found itself in crisis, and turned to educational methods at the center of the Chinese system in its reforms. This course will discuss the respective strengths and weaknesses of the Chinese and the American systems, the crises they are facing, and possible directions of reforms. Presentations, weekly writing assignments, and a final paper. (Writing-intensive.) Prerequisite, a 400 level course. Limited to seniors or consent of instructor. Maximum enrollment, 20. Zhuoyi Wang.

[Spring 2013 01](#) (Wang Z)

[470S] History of Chinese Language.

Study and analysis of the Chinese language from Ancient Chinese (221BC), Middle Chinese (601AD), Early Mandarin (1324), to Modern Chinese (1919). Attention given to the evolution of the sound, grammar, lexicon and character system over the 2,000 years. Prerequisite, one 300-level course in Chinese or permission of instructor. Limited to seniors or consent of instructor.

[Spring 2010 01](#) (Xu D)

480S Globalization and China.

Examination of China's role in globalization. Weekly classes investigate China's global challenges through eight themes: Economic growth, human rights, intellectual property rights, environmental issues, education and career, gender issues, marriage and family, contemporary life and pop culture. Lectures, group discussions, and presentations. Taught in Chinese. Prerequisite, one 400-level course or consent of the instructor. Limited to seniors or consent of instructor. Xu.

[Spring 2014 01](#) (Xue L)

[490S] Advanced Readings in Chinese Literature, History and Philosophy.

Continuation of the study of Chinese literature, history and philosophy. Attention given to the in-depth reading and analysis of selected texts. Taught in Chinese. Prerequisite, 445 or consent of instructor. Limited to seniors. All others need consent of instructor.

[495S] Practicum in Chinese Language Education.

This course combines study in Chinese language and culture and experience in teaching one or two Chinese language and culture courses at K-5 programs in the Oneida-Herkimer-Madison BOCES school districts. Students in the course participate in weekly classes focusing on various aspects of Chinese language, culture, and teaching through lectures, group discussions, papers, and presentations on curriculum, instruction and assessment. Prerequisite, Consult with the instructor.

[Spring 2012 01](#) (Xu D)

[Spring 2013 01](#) (Xu D)

550F,S Senior Project.

A research project using sources in Chinese culminating in a paper, designed by the student, in consultation with at least two members of the East Asian Languages and Literatures Department. Students are expected to develop analytical and linguistic skills in the Chinese language through culture study in upper-level coursework and/or study abroad. Prerequisite, Limited to senior Chinese concentrators. Maximum enrollment, 5. The Department.

[Fall 2009 01](#) (Xu D)

[Fall 2010 01](#) (Xu D)

[Spring 2010 01](#) (Wang Z)

[Fall 2013 01](#) (Xu D)

[Spring 2013 01](#) (Wang Z)

[Spring 2014 01](#) (Wang Z)

Japanese

110F First-Term Japanese.

Introduction to basic structures and vocabulary. Emphasis on oral communication with practice in reading and writing, using the two syllabaries (hiragana and katakana) and 28 kanji characters. Four 50-minute classes a week (Monday-Thursday). Maximum enrollment, 16. Kamiya and Naito.

[Fall 2007 01](#) (Kamiya M, Shudo M)

120S Second-Term Japanese.

Continued work in speaking, listening, reading, and writing, with mastery of 99 kanji characters. Four 50-minute classes a week (Monday-Thursday). Prerequisite, 110, or consent of instructor. Maximum enrollment, 16. Kamiya and Naito.

130F Third-Term Japanese.

Completion of introduction to basic structures of the language. Continued emphasis on oral communication, with practice in reading simple texts. An additional 104 kanji characters will be introduced. Four 50-minute classes a week (Monday-Thursday). Prerequisite, 120 or consent of instructor. Maximum enrollment, 16. Naito.

140S Fourth-Term Japanese.

Intermediate Japanese with continued emphasis on oral communication. An additional 108 kanji characters will be introduced. Four 50-minute classes a week (Monday-Thursday). Prerequisite, 130, or consent of instructor. Maximum enrollment, 16. Naito.

150S Introduction to Japanese Culture.

Explores contemporary Japanese culture through cultural representations. Designed to provide substantial knowledge on Japan and to facilitate an appreciation of the Japanese culture and related issues. Taught in English. (Writing-intensive.) Maximum enrollment, 20. Omori.

200F Advanced Japanese I.

Increasing emphasis on written Japanese, with acquisition of an additional 160 kanji characters. Prerequisite, 140, or consent of instructor. Tanemura.

[205S] Topics in Japanese Linguistics.

This course explores Japanese phonetics, phonology, morphology, syntax and semantics. Students will compare Japanese with English and examine universal perspectives of language. (Quantitative and Symbolic Reasoning.) Prerequisite, 110, Anthropology 201 or consent of instructor. (Same as Anthropology 205.)

[Fall 2007 01](#) (Kamiya M)

219/319F Language Acquisition.

Examines interface phenomena between pragmatics and language acquisition. Students will learn theoretical issues of semantics/pragmatics and the theory of the first language acquisition. Target languages to examine various phenomena are Chinese, Japanese, Korean and English. (Quantitative and Symbolic Reasoning.) (Same as Anthropology 219 and Education

Studies 219.) Kamiya.

[220S] Advanced Japanese II.

Continuation of Advanced Japanese I, with guided practice in reading modern texts with acquisition of additional 250 kanji characters. Prerequisite, 200, or consent of instructor.

[227F] Gender in Japan.

This course examines gender identity and gender relations in Japanese texts from the ninth century to the present. Assignments include critiquing poems, novels, diaries, play scripts, graphic novels, and film. The course is taught in English and does not require any prior knowledge of Japanese language or history. No Pre-requisites. Open to first-year students.

230S Morphology and Syntax.

This course explores the relationship between word formation and sentence formation by examining English and Japanese grammar (and, to a certain degree, that of other languages). Ultimately, both morphology and syntax play important roles in the interpretation of sentences. No previous linguistics background or Japanese language background is necessary. (Quantitative and Symbolic Reasoning.) (Same as Anthropology 230.) Masaaki Kamiya.

[235] Love, Family and Loneliness in Modern Japanese Literature.

Love has always been a central theme in Japanese literature. Focuses on how Japanese writers of the modern period (particularly late 19th century to the present) depict the struggle with new concepts and forms of "love" and relationships. As well as basic readings about modern Japanese history and culture, assigned texts range from canonical work, various forms of early twentieth-century modernist mystery, technical and avant-garde writings, to contemporary "coming of age" novels. We will also examine such media as cartoons and films. Readings and discussion in English. (Same as Literature and Creative Writing 235.)

239/339S Modern Japan: Japanese Culture and Society From A(-Bomb) to (Dragon Ball)Z.

This course explores issues of imperialism, military conflict, pacifism, nuclear victimhood, foreign occupation, national identity, and social responsibility in 19th to 21st-century Japan. Materials include nonfiction, science fiction, poetry, war propaganda, novels, censorship documents, animé, and film. Taught in English. No knowledge of Japanese language or history required. (Same as Literature and Creative Writing 239.) Omori.

[251] "Modern" Youth in Japanese Literature and Culture.

Examines stories and other forms of cultural expression related to the emergence of "modern" youth in Japan. We pay particular attention to the cultural, historical and political backgrounds that facilitated the establishment of such a category. Primarily focusing on literature, readings also include other modern expressive media such as film, cartoons, animation and online bulletin boards. We will also examine the production and dissemination of certain images of "youth" by mass media. Readings and discussion in English. (Same as Literature and Creative Writing 251.)

[255] The Languages of East Asia.

Examines Chinese, Japanese and Korean as well as other languages found in East Asia. Topics include the syntactic (possible word order, inflections, particles, and combinations of all of them) and phonological structures (phoneme, pitch vs. tone, sound patterns) of these languages; the relationships of the languages to each other; differences and similarities of these languages from the universal point of view; the geographical, social and historical settings. No knowledge of any Asian language necessary. (Same as Anthropology 255.)

305S Conversation analysis: usage of structures in Japanese drama, manga and anime.

This course examines the usages of structural patterns in Japanese by focusing on actual discourses in Japanese drama, manga and anime. Students will be given hands-on practice analyzing discourses based on exchanges in these media, so that students' oral communication skills will be improved in authentic ways. Students will also create dialogues and realize them in a 4D project. (Oral Presentations.) Prerequisite, Japanese 140 or its equivalent Japanese. course taught in English Masaaki Kamiya.

356F Introduction to Japanese Film.

Traces the history of one of the world's most innovative film industries. Since the early 20th century, Japanese film makers have experimented with and improved upon cinema; their work has been influential not only in Japan but throughout the world. From the drama of early silent movies to anime, we'll cover some of the "greatest hits" of Japanese film, whether widely popular or critically acclaimed. This exploration of cinema in Japan will offer both a new perspective on cinema itself as well as an opportunity to view the genre's development in a specific cultural context. (Oral Presentations.) Prerequisite, Cinema and New Media Studies 120, Comparative Literature 120, Art History 120, any 200-level course in Asian studies or literature, or consent of the instructor. No prior knowledge of Japanese history, language or film required. Mandatory screenings on Mondays. (Same as Literature and Creative Writing 356.) Omori.

401F Selected Readings in Japanese.

Reading in modern literary and non-literary texts and mastery of the remaining kanji characters on the joyo kanji list. Through advanced-level reading of original texts and in-depth discussion, students focus on topics such as Japanese literature, film, culture and linguistics. This course also accommodates and guides senior theses. Prerequisite, 220, or consent of instructor. Omori.

402S Japanese Textual Analysis and Translation.

Designed for students who want to achieve near-native proficiency in all four skills in Japanese language. Particular attention given to translation of literary and other texts. This course also accommodates and guides senior theses. Course conducted in Japanese. Prerequisite, 401, or consent of instructor. Omori.

Economics

Faculty

Paul A. Hagstrom, Chair
Erol M. Balkan (F-NYC,S)
Emily Conover
Arian Farshbaf
Christophre Georges
Jarrod E. Hunt
Elizabeth J. Jensen
Derek C. Jones
Ann L. Owen
Jeffrey L. Pliskin (S)
Onur Sapci
Judit Temesvary (F,S)
Julio Videras
Stephen Wu

Special Appointments

Nesecan Balkan (F,S)
Margaret J. Morgan-Davie
Stephen M. Owen

A concentration in economics consists of nine courses: 101,102, 265, 275, 285 and four elective courses. Math 113 or its equivalent is one of the prerequisites for 275. At least two of the elective courses must be at the 400 level or above, with at least one at the 500 level and taken as a senior. The Senior Project will be completed in a designated 500-level course. The Senior Thesis is a written report of a project containing original research. Students writing a thesis must enroll in 560 (Research Seminar).

230 and 235 do not count toward the concentration. Concentrators must complete 265, 275 and 285 by the end of the junior year so that they may apply these analytical tools in their 400 level and 500 level courses. Additionally, 265, 275 and 285 must be taken at Hamilton. For purposes of fulfilling the requirements for the concentration, the Department does not classify any transferred courses at the 400 level or above. See the departmental website for additional information on procedures for transferring credit for economic courses taken off-campus. Additionally, Independent Study 499 is not classified as a 400 level elective. Exemption from these requirements is granted only in unusual cases. Because Economics 265 is not open to students who have taken or are concurrently taking Math 253 or Math 352, these students must substitute Economics 400 for Economics 265 in the requirements for the concentration.

Students planning graduate work in economics should consult a member of the department for specific advice. They should take 400, selections from the other 400-level courses, 560 and obtain as strong a background in mathematics as possible. The sequence in calculus and linear algebra is required by virtually all good Ph.D. programs in economics; additional work in mathematics, such as courses in differential equations and real analysis, is strongly recommended. Students who plan to study for an M.B.A. should complete at least one semester of calculus and should consult "Information for Prospective M.B.A. Students," a document available at the Career Center Web site, for additional recommendations.

Departmental honors will be awarded to concentrators who demonstrate superior performance in economics, as evaluated by members of the department. To be eligible for honors, a student must complete 400 and 560, have a grade point average of at least 3.3 for all courses that satisfy the concentration and write an outstanding Senior Thesis.

A minor in economics consists of 101, 102, 275, 285 and one additional economics course, with the exception of 230 or 235, which do not count toward the minor. 275 and 285 must be taken at Hamilton. If the student's concentration is in public policy, Economics 101 and 102 cannot count in both the student's concentration and the minor. These courses will be used to satisfy concentration requirements, and they will be replaced by alternative courses in the minor requirements. These alternative courses will be chosen by the chair of the Economics Department in consultation with the director of the Public Policy Program.

Seniors may not preregister for Economics 101 but may add this course at the beginning of each semester, space permitting.

101F,S Issues in Microeconomics.

The price system as a mechanism for determining which goods will be produced and which inputs employed; profit-maximizing behavior of firms under differing competitive conditions; pricing of factors of production and income distribution; taxation, discriminatory pricing and government regulation; theory of comparative advantage applied to international trade. (Quantitative and Symbolic Reasoning.) Department (Fall); Department (Spring).

[Fall 2004 01](#) (Videras J)
[Fall 2006 01](#) (Videras J)
[Fall 2006 02](#) (Nutting A)
[Spring 2007 01](#) (Bradfield J)

102F,S Issues in Macroeconomics.

Gross domestic product; its measurement and the determination of production and employment levels; the role of the government in the economy, particularly fiscal policy; the money supply, monetary policy and inflation; foreign exchange rates. (Quantitative and Symbolic Reasoning.) Prerequisite, 101. Department (Fall); Department (Spring).

[Fall 2004 03](#) (Jones D)

230F,S Accounting.

Study of the fundamental principles underlying financial accounting. Strong emphasis on understanding and analysis of companies' annual reports and the four basic financial statements included therein: balance sheet, income statement, statement of changes in stockholders' equity and statement of cash flows. Does not count toward the concentration or minor. Open to sophomores, juniors and seniors only. Not open to students who have taken 330. (Quantitative and Symbolic Reasoning.) (Oral Presentations.) S Owen.

[Fall 2007 01](#) (Owen S)
[Spring 2008 01](#) (Owen S)
[Spring 2010 01](#) (Owen S)

235S Policy, Poverty and Practice.

Investigates policies to alleviate poverty, with a focus on the Earned Income Tax Credit (EITC). Topics include: poverty, income inequality and inequality of opportunity; tax policy; and incentives created by policies aimed at alleviating poverty. The class has a significant service learning component in which students complete IRS training and assist low-income families in Utica in filling out Federal tax forms to claim the EITC. Prerequisite, None. The course meets one hour per week through April 15, with a minimum in-class time of 10 hours. Requires significant self-paced training prior to start of classes. Course can only be taken credit/no credit. Does not count toward the concentration or minor. Maximum enrollment, 30. Morgan-Davie.

265F,S Economic Statistics.

An introduction to the basic concepts of probability and statistics. Topics include descriptive statistics, probability theory, estimation, hypothesis testing and linear regression. Computer laboratory will make use of statistical software packages. 150 minutes of lecture and 75 minutes of laboratory. (Quantitative and Symbolic Reasoning.) Prerequisite, 102 or consent of instructor. No previous experience with computers required. Not open to seniors or students who have taken or are concurrently taking Math 253 or Math 352. Conover (Fall), Conover, Farshbaf (Spring).

[Fall 2005 01](#) (Videras J)
[Spring 2005 02](#) (Videras J)

275F,S Microeconomic Theory.

The theory of consumer behavior. Theories of the firm and market structures, and of resource allocation, pricing and income distribution. General equilibrium and economic efficiency. (Quantitative and Symbolic Reasoning.) Prerequisite, 102 and Math 113 or the equivalent. Not open to senior concentrators. Wu (Fall); Wu (Spring).

[Fall 2007 01](#) (Jensen E)
[Fall 2007 02](#) (Jensen E)
[Spring 2007 01](#) (Bradfield J)
[Spring 2007 02](#) (Bradfield J)

285F,S Macroeconomic Theory.

Theories of business cycles and economic growth. Theories of monetary policy, budget and trade balances, aggregate consumption and investment activity, unemployment, inflation, technological change and productivity growth. (Quantitative and Symbolic Reasoning.) Prerequisite, 102. Not open to senior concentrators. Temesvary (Fall) ; A Owen (Spring).

[Spring 2006 01](#) (Owen A)
[Fall 2007 01](#) (Georges C)
[Fall 2007 02](#) (Georges C)

[310] Public Economics.

Analysis of the role of government in the economy from both the expenditure side and the income (tax) side. Topics include public goods, externalities, the U.S. "safety net," social security, government involvement in health care, public choice, budget deficits, the U.S. tax system, and the effects of taxation and government programs on behavior. Prerequisite, 102. Not open to students who have taken 440/475.

[316] Globalization and Gender.

Analysis of globalization and its impact on the economic experience of women. Topics include the definition of globalization with particular emphasis on economic globalization; restructuring in the industrialized economies; gender-related issues in the labor

markets of industrialized countries, such as occupational segregation, wage gap, feminization of the labor process; structural adjustment; and case studies of female labor participation in the Third World. (Writing-intensive.) Prerequisite, 102. (Same as Women's Studies 316.) Maximum enrollment, 20.

[320] Social Economics.

Examines the influence of culture, norms and social interactions on the values and behaviors of economic agents. Topics include the economic determinants and effects of social capital, the influence of group membership on individual behavior, social and ethnic heterogeneity and the provision of public goods, the role of religious beliefs and practice in economic attitudes and choices, and fads and fashion. (Writing-intensive.) Prerequisite, 102. Maximum enrollment, 20.

325S Comparative Economic Systems.

A comparative analysis of economic systems and criteria for evaluation. An examination of market, command, mixed and market socialist economies. Emphasis on problems of transition in former communist countries and Japan and Germany compared to the United States. (Writing-intensive.) Prerequisite, 102. Maximum enrollment, 20. Jones.

[331] International Trade Theory and Policy.

Theoretical and empirical analysis of the pattern of international trade and international trade policies. Emphasis on theoretical models used by economists. Topics include the determinants of the pattern of international trade, immigration, foreign direct investment, the gains from trade, tariffs, quotas, voluntary export restraints, dumping, subsidies, trade-related intellectual property rights, international labor standards, trade and environmental issues, the WTO, customs unions, free trade agreements and trade adjustment assistance. Prerequisite, 102.

336S Banks and the Economy.

A study of the goals, functions and activities of commercial banks. Detailed analysis of how banks turn consumer savings into investment, and the importance of this function in the macro-economy. Examination of banks' role in the transmission of monetary policy via the money creation process and the lending channel; risks to banks which jeopardize the healthy functioning of the financial system; international supervisory agreements (Basel II and III) and U.S. Federal guidance (Dodd-Frank Act) that aim to mitigate systemic risks. Prerequisite, 102. Judit Temesvary.

[337F] Economics of Antitrust and Regulation.

An examination of the economics of antitrust and regulation in the United States, with emphasis on what specific market failures provide a rationale for government intervention and what appropriate forms of government activity might be in particular circumstances. Possible topics include antitrust policy toward mergers and monopolization, economic regulation of public utilities and transportation, and environmental regulation. Prerequisite, 102.

340F Economic Development.

Introduction to the study of international development. Topics include economic growth, poverty, inequality, health, demography, education, child labor, the environment, conflict and corruption. Prerequisite, 102. (Quantitative and Symbolic Reasoning.) Prerequisite, Econ 102. Balkan.

341S Energy Economics.

This course explores the theoretical and empirical perspectives on the demand and supply sides of the energy markets. This course starts with an energy outlook in both domestic and global scales. Then it discusses the natural resource modelling, energy supply, and the behavioral underpinnings of the energy demand. The course continues with current and historical aspects of national, and global markets for oil, natural gas, coal, electricity, nuclear power, and renewable energy. Prerequisite, Economics 101 and 102. Onur Sapci.

[347] Economics of Education.

This course contains economic analyses of education in modern America. Analyses are both theoretical and empirical, and cover both higher education and primary/secondary education. Topics covered include human capital and signaling models, the labor market returns of higher education, the social welfare benefits of schooling, the funding and productivity of the public sector in education, and topics such as school choice, the class-size debate and labor markets of teachers. Prerequisite, Econ 102.

348F Economics of Social Responsibility.

This course explores how ethical values and social norms influence economic behavior by individuals and groups. Topics include altruism, civic engagement and contributions to public goods, the philanthropic sector, socially responsible investment, corporate responsibility, and social entrepreneurship. Prerequisite, Econ 101. Videras J.

350S Economics of Poverty and Income Distribution.

A study of domestic poverty and of government programs designed to address poverty. Topics include the definition and measurement of poverty, the factors associated with becoming poor and the design, purpose, financing and individual incentive effects of various state and federal public assistance programs, as well as their effectiveness in reducing the incidence or duration of poverty. Prerequisite, 102. Hagstrom.

[351] Political Economy.

An introduction to methods and analysis of evaluating government behavior from an economic perspective. The course examines the role of various political institutions in affecting monetary, fiscal and regulatory policy. Prerequisite, 102.

[352S] Political Economy of the Middle East.

An interdisciplinary study of the relationship between Islamic societies and Western economic systems from early Islam to the present. Focus on the structure and history of economic development and transformation of the Middle East in the modern period. (Writing-intensive.) Prerequisite, 102. Maximum enrollment, 20.

[357S] Political Economy of India.

A journey through the evolutionary stages of the Indian economy, from the colonial past to the globalized present. India is a fascinating natural laboratory to understand colonialism, nationalism, partition, the modern state, democracy, economic development, identity politics, center-state issues as well as the relationship with the rest of Asia and the West. This course will explore the history, culture and political economy of what is today a strategically and economically vital part of the world. Prerequisite, 102.

[360S] Health Economics.

An analysis of the economics of health and medical care, with particular emphasis on the provision of health care in the United States. Topics include the structure of public and private health insurance programs, financing the rising costs of medical care and the impact of health status on labor supply and retirement decisions. Relates these issues to current public policy debates surrounding the health care profession. Prerequisite, 102.

365F Economic Analysis of American History.

An examination and explanation of the development of the American economy, focusing on the period from 1840 through World War II. Topics include the economics of slavery and share cropping, the rise of big business, railroads and economic growth, the development of banks and the causes of the Great Depression. (Writing-intensive.) Prerequisite, 102. Maximum enrollment, 20. Jensen.

[Spring 2006 01](#) (Jensen E)

[368] Poverty, the Environment and Natural Resource Use.

Investigation of the relationship between poverty, the environment and natural resource use. Emphasis placed on understanding the institutions and incentive structures that influence natural resource use decisions in rural poor communities and on examining innovative solutions that garner potential to achieve both poverty alleviation and environmental goals. Case-studies will be drawn from Africa and China. Topics may include sustainable livelihoods, inequality, property rights, collective management, climate change mitigation and adaptation strategies, and payments for environmental services. Prerequisite, 102. Not open to students who have taken Econ 380.

[375] History of Economic Thought.

A survey of economic theory and methodology from the early Greeks to the present. Discussion of the ideas of major economic writers such as Smith, Marx, Marshall and Keynes, with attention paid to historical context as well as relevance to current economic debates. (Writing-intensive.) Prerequisite, 102. Maximum enrollment, 20.

380F Environmental Economics.

An examination of issues in environmental policy from the perspective of economic theory. Topics include the measurement of benefits and costs of curtailing pollution and preserving ecosystems, the design of public policies to improve environmental quality, and the examination of past and current environmental programs in the United States and their success. Also considers sustainable growth and issues of environmental equity. Prerequisite, 101. Sapci.

[Fall 2005 01](#) (Videras J)

[382] Natural Resource Economics.

An examination of a broad range of issues related to natural resource use from the perspective of economic theory. Topics include renewable and non-renewable resource problems, including the problems of fisheries over-exploitation, excessive forest harvesting, competition over land and water, energy resources, and recyclable resources. Emphasis on past and current public policies and institutions affecting natural resource use and management. Prerequisite, 101.

400F Econometrics.

An introduction to econometric methods that are frequently used in applied economic research. Emphasis on interpreting and critically evaluating empirical results and on establishing the statistical foundations of widely used econometric methods. Topics include the classical linear regression model, functional form, dummy explanatory variables, binary choice models, panel data models, heteroskedastic and autocorrelated disturbance terms, instrumental variables estimation and an introduction to simultaneous equation models. Three hours of class and 75 minutes of laboratory. Prerequisite, 265 or Mathematics 253 or 352. Pliskin.

[415S] Economics of Higher Education.

A study of issues in the economics of higher education. Topics will include the financing of higher education, determinants of tuition costs, trends in admissions policies, determinants of academic success at college, and the economic returns to higher education. Maximum enrollment, 20.

425S Financial Economics.

A study of individual level investment decisions and the equilibrium determination of asset prices. Mean-variance analysis motivated by the tradeoff between risk and return. An introduction to asset pricing models, including the CAPM and multi-factor models. An introduction to derivatives, including stock options, futures and swaps. Discussions of the Efficient Markets

Hypothesis, arbitrage, and contributions from behavioral finance. Other topics may include: fixed income pricing, Arrow-Debreu securities and the completeness of markets, and the binomial asset pricing model. Prerequisite, 265 and 275 or equivalent, or consent of instructor. Maximum enrollment, 20. Pereira.

[Fall 2006 01](#) (Bradfield J)

[Fall 2006 02](#) (Bradfield J)

[Fall 2007 01](#) (Bradfield J)

[Fall 2007 02](#) (Bradfield J)

[426S] Seminar in Financial Economics.

Using oral presentations supplemented by brief papers, students will evaluate and synthesize articles from the scholarly literature in financial economics. Most of the expositions will be by teams. Each student will also write a term paper analyzing the articles presented and placing those works in the wider contexts of financial economics and microeconomics. Emphasis on the generality of the application of fundamental principles of microeconomics to theoretical and empirical questions in financial economics. Prerequisite, 425 or consent of instructor.

[430F] Topics in Macroeconomics.

An advanced treatment of selected topics of current interest in macroeconomics. Comparisons of different theoretical and empirical approaches to explaining recent recessions and trends in economic growth, unemployment, inflation and income inequality. Prerequisite, 265, 275 and 285 or consent of instructor. Maximum enrollment, 20.

[432F] International Finance.

Survey of international financial markets in both theory and practice. Topics include optimal monetary and fiscal policy in an open economy and central banking; international financial markets for foreign exchange; Eurocurrencies and international bonds; the nature and operation of the principal international financial institutions; financial and currency crisis; international debt issues and country risk. Prerequisite, 265, 275 and 285. Maximum enrollment, 20.

433S International Economics.

Topics on international trade and finance in the global economy. Prerequisite, 265, 275, and 285 or permission of instructor. Maximum enrollment, 20. A Farshbaf.

435F Industrial Organization Theory and Applications.

Theoretical and empirical analysis of firm conduct with emphasis on firms in oligopolistic industries. Examination of conduct primarily, but not entirely, from a game theory perspective. Exploration of business practices such as product differentiation and advertising, research and development, and price discrimination. Consideration of relevant public policies, especially antitrust policy. Prerequisite, 265 and 275 or consent of instructor. Maximum enrollment, 20. Jensen.

[Spring 2006 01](#) (Jensen E)

[438F] Topics in Environmental Economics.

A study of the distribution of environmental hazards across communities according to race, income and participation in the political process, as well as sustainable development as a manifestation of inter-generational and inter-country equity concerns. We investigate fair trade and social responses toward sustainability using theoretical and empirical methods. Prerequisite, 265 or equivalent, and 275 or consent of instructor. Maximum enrollment, 20.

[440] Public Economics.

The course addresses the role of governments and government policies in the U.S. economy and on individual behavior. You will develop an understanding of the theories of taxation and government expenditure and their impact on a wide range of real-world problems and situations. Topics include market failures; voting behavior and its implications for resource allocation, expenditure program evaluation, the incidence and efficiency of various taxes, and redistribution of income policies such as public assistance and Social Security. Prerequisite, Econ 265, Econ 275. Maximum enrollment, 20.

[442S] Topics in Development.

Advanced level class that focuses on econometric methods for empirical research in development economics. In the course students will read and analyze recent empirical papers in the field of international development and learn the theory behind the methods used. Students will apply the theory in assignments and projects that will require them to work with data. Topics include: education, health, labor markets, corruption, institutions, and impact evaluation (Quantitative and Symbolic Reasoning.) Prerequisite, 265 and 275. Maximum enrollment, 20.

[445S] Economic Growth.

Why are some countries so rich while others are so poor? Examines the difference in living standards both across and within countries, using both theoretical and empirical methods. Topics include the effects of income distribution, technology, population growth, international trade, government policy and culture on the level and growth of per capita income. (Oral Presentations.) Prerequisite, 265, 275, 285 and Mathematics 113 or consent of instructor. Maximum enrollment, 20.

[Spring 2010 01](#) (Owen A)

446F Monetary Policy.

A study of the goals, strategies and tactics of monetary policy. The interaction of the central bank with financial markets, the tools and the transmission mechanism of monetary policy, and structure of the Federal Reserve System and the international financial

system. Emphasis on policy application. Students in the class have the opportunity to participate in the College Fed Challenge, a national competition in which teams of students make a presentation to monetary policy experts about the current state of the economy and the future course of monetary policy. (Oral Presentations.) (Oral Presentations.) Prerequisite, 285 and 265 or GOV 253 or Math 253. Not open to students who have taken Econ. 346. Maximum enrollment, 20. Ann Owen.

451S Behavioral Economics.

Why do people tip at restaurants that they will never go to again? Why do people pay for health club memberships that cost them more than if they just paid at the door each time they went? Why do successful bidders tend to bid in the final minute in online auctions? Recent research involving both economics and psychology has identified ways in which human behavior consistently deviates from standard rationality. Topics which explore these deviations include time-inconsistent preferences, emotion, attitudes toward risk, overconfidence, information processing problems and altruism. Prerequisite, 265 and 275. Maximum enrollment, 20. Wu, S.

454F Global Financial Crises.

Advanced course that examines the development, circumstances and macroeconomic impact of financial crises from the time of the Roman Empire up to today, with special emphasis on the global crisis of 2007-2009. Based on an extensive list of readings from books and journals, students will combine empirical analysis with macroeconomic models to study balance-of-payments, banking and trade crises worldwide. Attention to the role of failed government policies and lessons learned. Prerequisite, ECON 265, 285 and Mathematics 113, or consent of instructor. Maximum enrollment, 20. Temesvary.

460F Game Theory and Economic Behavior.

An introduction to theories of strategic behavior as they have been developed and applied in economics. Applications include strategic behavior in oligopolistic markets, auctions, bargaining, trade policy, procrastination, standards setting and the provision of public goods. Prerequisite, 265 and 275, or consent of the instructor. Maximum enrollment, 20. Georges.

[461] Application of Labor Economics.

This course will cover various topics in labor economics including: labor supply, labor demand, minimum wage, economic returns to education, labor unions, labor market discrimination and unemployment. We will study theoretical models and also use statistical analysis to analyze actual labor market data. Prerequisite, 265 or consent of instructor and 275. Maximum enrollment, 20.

[Fall 2007 01](#) (Wu S)

[Spring 2007 01](#) (Nutting A)

[462F] Economic Analysis of Human Resource Management Practices.

Topics include the choice of the form of labor compensation (e.g., fixed wage, salary, piece rates and other forms of pay for performance), the effects on firm performance of employee involvement programs (e.g., self-directed teams) and of financial participation schemes (e.g., profit sharing and employee stock ownership) and the level and structure of executive compensation and corporate governance. As well as reviewing the existing literature of these topics, students will carry out their own econometric analyses of data. Prerequisite, 265 or consent of the instructor, and 275. Maximum enrollment, 20.

468S Macroeconomic Crises.

An evaluation of the causes and consequences of various macroeconomic crises. Debt crises and financial crises, such as currency and banking crises, will be studied both through theoretical modeling as well as empirical analysis. Prerequisite, 265, 285 and Mathematics 113, or consent of instructor. Maximum enrollment, 20. Jarrod Hunt.

[483F] Economic Applications of Geographical Information Systems.

This course introduces Geographical Information Systems (GIS) with applications to economic and social issues. We will study spatial analysis concepts and techniques, and learn the fundamentals of mapping and spatial data analysis using a well-known software application (ArcGIS). We will apply spatial analysis methods to social and economic issues for which location, geography, and spatial distribution matters. The topics will include urban economic development, environmental justice, environmental quality, public health, food access, and economic and racial segregation. (Quantitative and Symbolic Reasoning.) Prerequisite, 265 or equivalent. Maximum enrollment, 20.

[Fall 2011 01](#) (Videras J)

501F International Finance.

A look at theories and issues in international finance, including the evolution of the current global financial markets, balance of payments problems, exchange rate determination and currency markets, financial and currency crisis, international capital flows, international banking, and macroeconomic policies in an open economy. Prerequisite, 265 and 275. Course is intended for those fulfilling the senior project requirement. Not open to students who have taken 432. Maximum enrollment, 12. E Balkan.

502S Topics in Sustainability.

Topics include relationship between standards of living and conservation of the natural environment, effects of trade on the environment, the role of formal and informal institutions, research on the environmental Kuznets curve, and the determinants of sustainable consumption choices. The course relies on empirical methods. Goals in this area include learning to read critically economics journal articles, being able to replicate and extend empirical analyses, and learning how to use economic theory and statistical methods to develop and test hypotheses. Prerequisite, 265 and 275. Intended for those fulfilling the senior project requirement. Maximum enrollment, 12. Videras.

503S Economic Analysis of Human Resource Management Practices.

Topics include the choice of the form of labor compensation (e.g., fixed wage, salary, piece rates and other forms of pay for performance), the effects on firm performance of employee involvement programs (e.g., self-directed teams) and of financial participation schemes (e.g., profit sharing and employee stock ownership) and the level and structure of executive compensation and corporate governance. As well as reviewing the existing literature of these topics, students will carry out their own econometric analyses of data. Prerequisite, 265 or consent of instructor, and 275. This course is intended for those fulfilling the senior project requirement. Not open to students who have taken 462. Maximum enrollment, 12. Pliskin.

[504S] Topics in Macroeconomics.

An advanced treatment of selected topics of current interest in macroeconomics. Theoretical and empirical approaches to explaining recent recessions and trends in economic growth, unemployment, inflation and income inequality, with a focus on the recent global recession. Prerequisite, 265, 275, 285. This course is intended for those fulfilling the senior project requirement. Not open to students who have taken 430. Maximum enrollment, 12.

[505S] Topics In Development Economics.

This course covers topics in microeconomics of international development including: political economy, health education, program evaluation and agriculture. The course will be mostly empirical. We will study methods used by applied microeconomists. There will be frequent discussions of journal articles and the policy implications derived from empirical findings. Students will learn to replicate and extend existing studies. Intended for those fulfilling the senior project requirement. Prerequisite, ECON 265 and ECON 275. Maximum enrollment, 12.

506F Economic Growth.

Why are some countries so rich while others are so poor? Examines the difference in living standards both across and within countries, using both theoretical and empirical methods. Topics include the effects of income distribution, technology, population growth, international trade, government policy and culture on the level and growth of living standards. Prerequisites 265, 275, 285 or consent of instructor. This course is intended for those fulfilling the senior project requirement. Not open to students who have taken 445. Prerequisite, ECON 265, 275, 285 or consent of instructor. Maximum enrollment, 12. Owen A.

[507S] GIS Applications in Economics.

This course introduces Geographical Information Systems with applications to economics. We will study spatial analysis concepts and learn mapping and spatial data analysis with ArcMap software. We will read critically research that applies GI methods and carry out econometric analyses of data. We will apply spatial analysis methods to economic issues for which location matters. The topics will include environmental justice, public health, food access, and economic and racial segregation. This course fulfills the senior project requirement. Not open to students who have taken Econ 483. Prerequisite, Econ 265 and 275 or consent of instructor. Maximum enrollment, 12.

[508F] Topics in Industrial Organization.

Theoretical and empirical analysis of firm conduct with emphasis on firms in oligopolistic industries. Examination of conduct primarily, but not entirely, from a game theory perspective. Exploration of business practices such as product differentiation and advertising, research and development, and price discrimination. Consideration of questions of firm organization such as vertical integration. Prerequisite, 265 and 275 or consent of instructor. Course is intended for those fulfilling the senior project requirement. Not open to students who have taken 435. Maximum enrollment, 12. Prerequisite, Econ 265 and Econ 275, or consent of instructor. Maximum enrollment, 12.

509S Topics in Public Economics.

Examines the effects of taxation and government expenditure programs at the federal, state, and local levels. Emphasis on empirical literature to test theoretical predictions and to inform effective policy. Topics include the need for a public sector, provision of public goods, voting behavior, externalities, income distribution, the incidence and efficiency of alternative taxes, and redistributive policies such as public assistance and Social Security. This course is intended for those fulfilling the senior project requirement. (Quantitative and Symbolic Reasoning.) Prerequisite, ECON 265, 275, 285 or consent of instructor. Not open to students who have taken 540. Maximum enrollment, 12. Paul Hagstrom.

560S Research Seminar.

Each student works intensively on a topic chosen in consultation with the instructor. Weekly meetings held to hear progress reports and to discuss research techniques pertinent to student topics. Candidates for honors must complete this course. (Oral Presentations.) Prerequisite, 265, 275, 285, 400 and permission of the department. Maximum enrollment, 6. Conover, Owen, Temesvary, Videras.

[Spring 2005.02](#) (Jones D)

Education Studies

Faculty

Susan A. Mason, *Director*

Special Appointments

Victoria J. G. Stockton Allen

Barbara T. Britt-Hysell

Richard Hunt

Kim Wieczorek

Characterized by an inquiry-oriented approach to the field of education, coursework in this interdisciplinary minor is integrated into, rather than separated from, the liberal arts curriculum of the College. This course of study is recommended for students who are interested in school administration, public policy and education, school counseling, design and development of curriculum, educational assessment, K-12 private school teaching, graduate studies leading to teaching certification and other related fields. Support from local public school districts allows students to complete upward of 120 hours of field experience in the elementary, middle and/or secondary school environments.

The five-unit minor in education studies consists of 200, 350, 370 and two other approved courses. As each student's interests and needs are unique, specific course selection beyond the required 200, 350 and 370 will be individually determined with guidance and approval from the director in consultation with members of the Education Studies Program Committee.

Courses applied toward meeting concentration requirements may not be applied toward a minor in education studies. Placement for 370 is contingent upon the student achieving at least a 2.7 (B-) overall GPA and the approval of the director of the Education Studies Program.

[101] Special Topics: Oral Presentations in the 9-12 Classroom.

This course will give Levitt Scholars a rudimentary familiarity with classroom presentation skills and the construction of an effective and communicative instructional message. Students will plan, organize and practice delivery of a 30-40 minute presentation appropriate for a grade 9-12 classroom. Quarter credit. (Oral Presentations.) Enrollment restricted to Levitt Scholars and by permission of instructor. Maximum enrollment, 12.

200F Issues in Education.

Exploration of the cultural foundations of the American Public Education system. Study of the impact of key education reform movements on today's dynamic and often troubled pre-K through 12th grade classroom environments. Consideration of several contemporary educational issues from historical, philosophical, scientific, multicultural and pedagogical perspectives. Includes lecture, discussion, multi-media projects and small-group interaction. (Oral Presentations.) Mason.

201F Methods of Tutoring English to Speakers of Other Languages.

Prepares students to perform as ESOL tutors by providing discussion of the practical approaches, methods and techniques tutors use in classroom settings. Using a communicative curricula that emphasizes function over form, this course addresses language teaching methods, interactive strategies for integrated learning for non-native speakers or English language learners and limited English proficient students. Discussion of the concept of culture helps tutors recognize the influence of culture on patterns of thinking and behaving, and language acquisition. Course provides students with the Hamilton College ESOL Tutor Certificate of Completion. Fifteen lecture hours and 20 field study and/or service learning hours required. One-quarter course credit. Evaluated Satisfactory/Unsatisfactory. Maximum enrollment, 18. Britt-Hysell.

[205] Introduction to Disability Studies.

An exploration of the interdisciplinary field of disability studies, including the problem of defining disability, the history of attitudes toward and treatment of persons with disabilities and the complex social and philosophical questions surrounding justice for persons with disabilities and their place within American society. Special attention to the perspective of persons with disabilities to issues of race, class, gender and sexuality, and to the differences in impairment. A formal internship is required and is graded as part of the course. (Oral Presentations.) (Proseminar.) Not open to first-year students. Maximum enrollment, 16.

[210F] Curriculum Decision-Making.

The research and scholarship of curricular decision-making is studied to better understand the form and substance of the American public school. Federal and state regulations, standards, and testing processes will be considered when looking at innovative and sometimes controversial curricular plans and models. Case studies, curriculum development activities, and oral reports are used. (Oral Presentations.) (Proseminar.) Prerequisite, 200 or 205 or permission of instructor. Next offered fall, 2016. Maximum enrollment, 16.

219/319F Language Acquisition.

Examines interface phenomena between pragmatics and language acquisition. Students will learn theoretical issues of semantics/pragmatics and the theory of the first language acquisition. Target languages to examine various phenomena are Chinese, Japanese, Korean and English. (Quantitative and Symbolic Reasoning.) (Same as Anthropology 219 and East Asian Languages and Literatures 219/319.) Kamiya.

220F Sign Language and Deaf Culture 1.

An introduction to the techniques and uses of American Sign Language (ASL). Study of deaf culture and the pedagogical role of ASL in the education of hearing-impaired and deaf learners. Maximum enrollment, 18. Allen.

230S Sign Language and Deaf Culture II.

Intermediate level study of the techniques and uses of American Sign Language (ASL). Investigation of the unique characteristics of the American deaf culture. Special attention to the instructional opportunities and challenges encountered in K-12 public inclusive classrooms and other specialized learning environments. Prerequisite, 220. Maximum enrollment, 18. Allen.

[250] Technology in Education: Issues and Opportunities.

What is the difference between learning from technology and learning with technology? This course explores the role of technology in learning and critically analyzes the cognitive, social, political, and logistical aspects of education technology in the K-12 public school setting. Students will research and develop a learning model incorporating technology in a proposal for a specific grade range in a public school system of the future. Hands-on experiences critically assessing technology in constructivist based learning are required. (Oral Presentations.) Prerequisite, one full-unit education studies course or permission of instructors. Multimodal assignments are required. Maximum enrollment, 20.

259S Second/Foreign Language Development and Learning Strategies.

The purpose of this course is to provide an overview of the findings on second/foreign language development and learning strategies over the last 4 decades. Students will read about and discuss the key issues in second/foreign language acquisition process, different acquisition models, and learning strategies involved in the different stages of second language development. Students will also learn to carry out interlanguage data collection, 4 types of data analysis (contrastive, error, performance, and discourse analyses) used in the second language acquisition field. Taught in English (Same as East Asian Languages and Literatures 259 and Hispanic Studies 259.) Hong Gang Jin.

301S Seminar in Teaching English to Speakers of Other Languages.

Addresses the general principles of language acquisition and pedagogy for teaching English to non-native speakers as a second or foreign language. Specific classroom application of principles and guidelines are emphasized through lesson and unit plan development. Themes are taught interactively, creating a collaborative learning environment that facilitates communicative language teaching focusing on student-to-student interaction and learning. Students finish course with an experiential and theoretical understanding of how to facilitate a quality ESOL classroom. Prerequisite, permission of instructor. Three lecture hours and three field study and/or service learning hours per week. Course provides students with the Hamilton College ESOL Teacher Certificate of Completion. Maximum enrollment, 18. Britt-Hysell.

310F,S Education Field Experience.

Systematic examination, analysis and evaluation of education within a specific public school system. Focus on the intersection of factors including classroom instruction, school structures, public policies and decision-making prerogatives. Self-directed off-campus field experience. Must arrange own transportation. Open to students who have declared an education studies minor or consent of instructor. One-quarter course credit. Maximum enrollment, 20. Mason.

[311] Youth and Cultural Reproduction.

The notion of youth as a lifespan period has grown in salience and pervasiveness in the world. Explores three major aspects of social scientists' attention to youth: as a category to probe intersections among culture, aesthetics, and class in post-industrial societies; as a means for imagining the relationship between colonial and post-colonial forms of governance; and as a means for tracing the flows of capital among nation-states. Youth thus provides us with a window into pressing concerns in late-20th and early-21st century social science. Prerequisite, 100-level anthropology course or consent of instructor. (Same as Anthropology 311.)

[318] Anthropology of Education.

Examines the school as a site for the reconstruction of cultural difference. Special attention paid to links between schooling and the nation, to connections between schooling and modernity, and to themes such as discipline, value, gender, language and labor. Examples from Bolivia, Tanzania, India and the United States, among other nation-states. Concludes with a consideration of globalization, specifically the rise in neoliberal approaches in the governance of school systems. Prerequisite, one course in anthropology or consent of instructor. (Same as Anthropology 318.)

333F Design, Development, and Delivery of Instruction.

Study of theoretical and practical approaches to the design, development, delivery, and assessment of learner-centered instruction. Topics include planning and organizing instructional messages, adapting to learner styles, using Socratic discourse, integrating instructional technologies, and identifying classroom teacher prerogatives. Experiential sessions and videotaping. (Oral Presentations.) Prerequisite, One full unit Education Studies course or permission of instructor. Maximum enrollment, 18. Mason.

350F Seminar in Ethnography of Learning Environments.

Systematic observation of a specific learning environment. Examination of classroom discourse and the development and analysis of curriculum. Assessment of the effect social context and relationships have on the enactment of teaching and learning. (Oral

Presentations.) Prerequisite, 200 and consent of instructor. Maximum enrollment, 12. Department.

[Fall 2007 01](#) (Mason S)

370S Education Practicum.

Applied field experience in a K-12 functional area, including classroom instruction, guidance counseling or school administration. Mentored activities with education professionals. Semester-long placements directed toward analysis and evaluation of educational theories in practice. (Oral Presentations.) Prerequisite, 350 and consent of director. Maximum enrollment, 15. Wieczorek.

[Fall 2006 01](#) (Wieczorek K)

[Spring 2007 01](#) (Wieczorek K)

395N Clinical Teaching Intensive Special Needs.

Each student is assigned full-time teaching responsibilities, under supervision, in a setting with learners with intensive special needs. Includes extensive practicum experience with a focus on teaching and case management. Papers and attendance at weekly seminars required. Course available to students enrolled in the cooperative program at the New England Center for Children; earns two course credits with only one course credit counting toward requirements for the minor in education studies. Evaluated Satisfactory/Unsatisfactory.

English and Creative Writing

NOTE: The requirements for the concentrations and minors in English and creative writing outlined in this section pertain to students in the classes of 2016 and 2017. Beginning with the Class of 2018, students pursuing the study of English, creative writing and/or comparative literature will take courses through the [Literature and Creative Writing Department](#). See that department for more information. For information contact Nathaniel Strout at nstrout@hamilton.edu.

The English and Creative Writing Department offers two concentrations, one in the study of literature and one in the art of creative writing. Each concentration consists of a total of 12 courses: 10 courses in the target concentration, and two courses in language study (see the description of the language requirement below).

CREATIVE WRITING

A concentration in creative writing consists of 10 courses: four workshops (215, 304, 305 and 419) and six courses in literature written in English:

- 1) 204 and 205 (206);
- 2) at least one course in pre-1660 literature;
- 3) at least one course in literature from 1660-1900;
- 4) at least one course in post-1900 literature;
- 5) at least one additional course (which may be a 100-level English course).

At least one literature course must be at the advanced level (numbered 300 or higher).

A course in film study, a course in a foreign literature taught in the original language (not used to complete the language requirement; see below), or a course in comparative literature may be counted as the elective.

The chronological period for a course is stated at the end of its description in the catalog. Not all courses fit into one of the chronological periods. Courses in expository writing (Writing 110 and Writing 310) do not count toward the concentration or minor in creative writing. Students may take no more than one creative writing workshop in a term. Transfer courses are not accepted as substitutes for the workshops.

The Senior Program in creative writing consists of the Seminar in Creative Writing (419).

Students who have attained distinguished achievement in the concentration at the end of the junior year (normally a 3.5 average) may be considered for honors. The department will recommend for honors students who receive an A- or better on work submitted for honors and who earn a cumulative average of 3.5 or better in courses taken for the concentration (the cumulative average of 215, 304, 305 and 419 must also be 3.5 or better).

A minor in creative writing consists of five courses: two courses in literature written in English (which may include a 100-level English course), 215, and either 204 and 304 or 205 (206) and 305. Students concentrating in English literature may not minor in creative writing.

ENGLISH

The concentration consists of 10 courses in literature written in English:

- 1) at least one course from among 204, 205 (206);
- 2) at least one course in pre-1660 literature;
- 3) at least one course in literature from 1660-1900;
- 4) at least one course in post-1900 literature;
- 5) at least one 500-level seminar, taken in the spring of the senior year;
- 6) at least five additional courses (only one of which may be a 100-level English course).

At least three of the 10 courses must be at the advanced level (numbered 300 or higher).

A course in Creative Writing, film study, a foreign literature taught in the original language (not used to complete the language requirement; see below), or comparative literature may be counted toward the concentration (though not as an advanced course). Courses cross-listed into English and Creative Writing from another department or program can be counted only as an elective, unless otherwise noted.

The chronological period for a course is stated at the end of its course description. A few courses do not fit into one of the chronological periods. Courses in expository writing (Writing 110 and Writing 310) may not count toward the concentration or the minor in English literature.

The Senior Program in English requires all concentrators to complete a 500-level seminar in literature during the spring of their senior year. The seminar may not be used to meet requirements 2-4.

Students can only receive a total of one unit of credit for both AP English Literature and Language.

Students who have attained distinguished achievement in the concentration at the end of the junior year (normally a 3.5 average) may be invited to write an honors thesis. Students so invited will submit a proposal in the fall of the senior year; students whose topics are approved will complete the thesis in the spring. The department will recommend for honors students who receive an A- or better on the honors thesis and who earn a cumulative average of 3.5 or better in courses taken for the concentration. Students aiming for honors are strongly encouraged to take a course in literary theory.

A minor in English literature consists of five courses: at least one course from among 204, 205 (206); at least one course from among 222, 225 (227), and 226 (228); and three electives in literature written in English, one of which may be a 100-level English course and one of which must be at or above the 300 level. Students concentrating in creative writing may not minor in English literature.

A student considering teaching English at the secondary level should consult with his or her adviser about the kinds of departmental coursework that would offer the best preparation for that goal.

Language Requirement

Concentrators in creative writing and English literature must fulfill a language requirement:

1) completion of two courses at the college level in a language other than English (courses taught in a foreign language department in which class readings and discussions are in English may not be counted toward the foreign language requirement, nor may two courses taken in two different languages);

— or —

2) completion of 221 and 293 (or equivalent courses in Old English and the history of the English language taken elsewhere and approved for transfer credit);

-- or --

3) completion of either 221 or 293 (or equivalent) and a language course in Latin or Greek.

Courses taken to complete the language requirement may not be counted among the 10 courses for the concentration.

All proposals for Independent Study and Independent Coverage must be approved by The Department.

117F Interpretation and Self-Knowledge: “Till this moment I never knew myself”.

We will look at texts in which characters work to interpret the world in which they live and come to some self-understanding in the process. Reading their stories, we too will face questions of interpretation as we try to make sense of the fictional worlds before us. We will read several canonical works, including Swift's *Gulliver's Travels*, Austen's *Pride and Prejudice*, and Dickens's *Great Expectations*; shorter pieces by writers such as Chitra Divakaruni, Dai Sijie, and Edith Wharton; and a selection of poems. (Writing-intensive.) (Proseminar.) (Theme or Genre) Proseminar open to first-year students. Maximum enrollment, 16. Thickstun.

122F Literary CSI: Case Studies and Insights.

Through a forensic or close analysis and discussion of selected texts by writers such as John Donne, Shakespeare, Poe, Melville, Edna St Vincent Millay, Dylan Thomas, Toni Morrison, Sonia Sanchez and August Wilson (considered in their contexts), students will acquire the skills necessary for critical thinking and communication of their insights about literature. (Writing-intensive.) (Proseminar.) (Theory or Genre) Proseminar open to first-year students only in Fall. WI and open to first-year students and sophomores in Spring. Maximum enrollment, 16. Odamtten.

123S Days of a Future Past.

Reading a variety of works that may be described as fantastic or speculative and written by authors from different cultures, we shall discuss and write about these texts in order to develop and improve students' critical reading, thinking, and writing skills. (Writing-intensive.) (Genre or Identity and Difference) Open to first-year students and sophomores who have not take a 100- or 200-level course. Maximum enrollment, 20. Odamtten.

[Spring 2009 01](#) (Odamtten V)

[124F] The Literary Animal.

Humans have always been deeply interested in animals, and literature reflects this interest in many ways. We'll examine the complexity of representing animals in literature by reading poetry, novels, and plays that reflect the human/animal divide, imagine being animal, or use animals as symbols. We'll also discuss how these texts reveal philosophical and moral issues that arise from our relationships with animals. Texts include Swift's *Gulliver's Travels*, London's *Call of the Wild*, and Barbara Gowdy's *The White Bone*. We'll also read a range of poetry. (Writing-intensive.) (Proseminar.) (Theme or Identity and Difference) Proseminar open to first-year students only in Fall. Maximum enrollment, 16.

[Fall 2009 01](#) (Oerlemans O)

[Fall 2013 01](#) (Oerlemans O)

[125] Monsters.

A focus on monsters and the monstrous in literature. Readings will include *Beowulf*, *Frankenstein*, *Dracula*, stories by Poe and Angela Carter, a selection of poems, and the movie *Aliens*. Throughout the semester, we will question what makes something monstrous and how monsters function in literature and culture. We will also examine how monsters intersect with the categories of

gender, race, sexuality and class. (Writing-intensive.) (Proseminar.) (Theme or Identity and Difference) Proseminar open to first-year students only in Fall. Writing Intensive in Spring and open to first-year students and sophomores who have NOT taken a 100- or 200-level course. Maximum enrollment, 16.

127F Stages of Identity.

This course studies the problem of determining who we are in relation to society, our families, and our sense of what should be important in life by looking at plays ranging from a comedy by Shakespeare involving twins to a 20th Century drama about an imitator of Abraham Lincoln. We'll pay some attention to the changes over time in performance spaces and practices, but the main focus will be on analyzing character, structure, and language (Writing-intensive.) Maximum enrollment, 20. (Writing-intensive.) (Genre) Open to first-year students only. Maximum enrollment, 20. Strout.

129S Truth and Justice, the American Way.

Truth is often a difficult thing to determine. The difficulty is compounded when the stakes of debate over the truth are high, as they are in searching for justice for individuals or communities. We will read poetry, drama, fiction and films that suggest the peculiarly American factors that shape notions of truth when justice is under debate. We will read recognized literary authors such as Hawthorne, Melville, Hellman and Baldwin, as well as writers who experienced imprisonment, including Malcolm X, Leonard Peltier and Kathy Boudin. (Writing-intensive.) (History or Identity and Difference) Open to first-years and sophomores only; not open to students who have taken a 100- or 200-level English course. Maximum enrollment, 20. Larson.

[131S] The Experience of Reading: Books as Stories, Books as Objects.

Consideration not only of stories in books but also the representations of readers and reading within them and about the cultural and physical experience of reading. How have attitudes toward reading changed over time? Works by Bunyan, Franklin, Blake, Austen, Alcott, Stevenson, Haddon, Creech. Workshops using Hamilton's Rare Book and Book Arts collections and manual printing press. (Writing-intensive.) (Theme or Intermedia) Open to first year students and sophomores; not open to students who have taken a 100- or 200-level course in English. Maximum enrollment, 20.

[133S] Apocalypse Now and Then.

End of days, end of empire, end of the world as they knew it -- a focus on the apocalyptic in literature. Possible authors include Mary Shelley, William Butler Yeats, Cormac McCarthy, Ian McEwan, Matthew Arnold, Margaret Atwood, P.D. James and Kazuo Ishiguro. We will examine how these writers envision the end, whether it be on a personal or pandemic scale, and how the anxieties and issues of their times influenced these visions. (Writing-intensive.) Open to first-year students and sophomores. Not open to students who have taken a 100- or 200-level English course. Maximum enrollment, 20.

134S Heroic Narratives.

What blend of physical prowess, spiritual strength, moral courage and intellectual power creates a heroic figure, and what sets these exemplary men and women apart from the ordinary run of humanity? In this course, we will examine heroes and heroines from medieval monster-slayers to modern Holocaust survivors, in genres ranging from epic poem to graphic novel. Readings will include *Beowulf*, *Sir Gawain and the Green Knight*, Spenser's *Faerie Queene*, novels by Charlotte Bronte, Maxine Hong Kingston, and Art Spiegelman, and the play *Angels in America*. (Writing-intensive.) (Proseminar.) (Theme) Open to first-year students only Maximum enrollment, 16. Terrell.

139F Dream/Life.

An examination of narratives about dreams, and of those that use dream-logic to present aspects of waking life. We'll ask why and how certain stories lend themselves to dreamy forms. We will pair our analysis of literary and cinematic texts (by authors such as JL Borges, R Ellison, F Kafka, and J Kincaid, and directors like L Bunuel, T Gilliam, R Linklater, and the Wachowski Bros.) with theoretical accounts of dreaming's form and function. We will also keep dream journals, in order actively to explore the challenges and the rewards of attempting to convey our solitary dreamscapes to others. (Writing-intensive.) (Proseminar.) (Theme or Intermedia) Open to first-year students only. Maximum enrollment, 16. Widiss.

141F,S The Short Story: Theme, Form, History.

Introduction to literary study through the example of the short story. Sustained attention to the history, development, variety, and contexts of the short story as a literary form. (Writing-intensive.) (Proseminar.) (Genre) Open to first-year students only. Maximum enrollment, 16. Andrew Rippeon.

145F,S Literature and/of Empowerment.

Literature has always played important roles in the cultivation of personal, social, and political empowerment. This course explores a range of debates surrounding literature as a means of individual and group empowerment, issues including the cultural politics of representation; the dynamics of different forms of literary address such as testimony, protest, narrative, and abstraction; the construction of personal and group identity and difference; and writing as a tool for self empowerment. (Writing-intensive.) (Proseminar.) (Genre or Identity and Difference) Open to 1st years only. Maximum enrollment, 16. Steven Yao.

[203] The Short Story.

A survey of the short story with a focus on its evolution from the 19th century to the present, largely within the American tradition. Examines the growth of the genre and various trends in the form, from "local color" sketches to other-worldly tales, realism and experiments in modernism and postmodernism. Considers issues of structure, characterization, style, voice, as well as context. Authors include Edgar Allen Poe, Hawthorne, Chekhov, Chesnutt, Jewett, Twain, Hemingway, Joyce, Baldwin, O'Connor, Welty, Carver, Bambara, Munro and others. Prerequisite, one course in literature. (Genre)

204F,S Poetry and Poetics.

This course examines how poems work: how they are constructed, and how they produce meaning, pleasure, and cultural value. We will study poetry in terms of prosody, conventions, history, genre, and reception, with the goal of teaching the essential skills of close reading and contextual interpretation. Readings are primarily from the traditions of poetry written in English. (Writing-intensive.) Prerequisite, For first-years, one course in literature. No prerequisite for upperclass students. (History or Genre) Not open to senior English or Creative Writing concentrators. Maximum enrollment, 20. The Department.

206F,S The Study of the Novel.

Forms of prose fiction since the 18th century. Attention to the primary structural features of the novel and the relations of narrative forms to social and historical contexts. Prerequisite, One course in literature. Open to first-year students in the spring semester only. Not open to students who have taken English 205. The Department.

215F,S Introductory Poetry and Fiction Workshop.

Introduction to fundamental techniques of fiction and poetry. Regular writing and reading assignments as well as critiques in class. (Proseminar.) Prerequisite, a 100-level writing-intensive course in English or 204W, 222W, or 225W. Not open to first-year students in the fall. Maximum enrollment, 16. Springer.

[Spring 2010.01](#) (Larson D)

[Spring 2010.02](#) (Larson D)

[Spring 2011.01](#) (Hall T)

[Spring 2011.02](#) (Hall T)

216F Caribbean Literature in the Crucible.

A critical overview of Caribbean literatures in the light of the complex legacies that have given rise to a body of creative work that seems to constantly fashion and refashion itself. Such literary recasting helps to communicate an intricate history of genocides, survival, exile, resistance, endurance, and outward migrations. Particular attention to writers such as Roger Mias, Martin Carter, George Lamming, Derek Walcott, Patricia Powell, Earl Lovelace, Paule Marshall and Michelle Cliff. (post-1900). Prerequisite, One course in literature. (History or Identity and Difference) (Same as Africana Studies 216.) Odamtten.

[218F] Literatures of Witness.

Witness literature is testimonial by individuals who have suffered injustice incurred not as a result of what they have done but of what they are, as in Holocaust and slave narrative. We will study this literature and ask how its definition might be adapted to an era that has seen wide growth in systems of police action. We will read classic witness texts, work by political prisoners and by 'common criminals': writers who have been convicted for violations of law but also challenge collectively experienced limits on life opportunities, such as those imposed by race, class, and/or gender. (Theory or Identity and Difference)

221F Introduction to Old English.

Exploration of the language, literature and culture of early medieval England, from the Anglo-Saxon invasion through the Norman Conquest. Emphasis on reading and translating Old English prose and poetry, as well as developing an understanding of its cultural context. Culminates with a reading of Beowulf in translation (pre-1660). Offered in alternate years. Prerequisite, One course in literature. (History) Terrell.

222F Chaucer: Gender and Genre.

Examines how Chaucer engages and transforms prevailing medieval ideas of gender and genre. Particular emphasis on his constructions of masculinity and femininity in relation to themes of sex, religion, social power and narrative authority. Readings include *Troilus and Criseyde* and *The Canterbury Tales in Middle English*, as well as select medieval sources and modern criticism (pre-1660). (Writing-intensive.) Prerequisite, one course in literature. First-year students need a 4 or 5 on AP English exam. (History or Single-Author) Maximum enrollment, 20. Terrell.

223S Gender and Violence in the Middle Ages.

This course serves as an introduction to the field of Medieval and Renaissance Studies. Drawing on multiple disciplinary perspectives, including those of literature, law, history, and art, we will examine the intersection of ideas about the body, gender, and violence in the European Middle Ages. Readings may include the Bible and early patristic writings; the lives of saints; poems and advice manuals on courtly love; depictions of women in the Crusades; Icelandic sagas; and perspectives on the trial of Joan of Arc. (Oral Presentations.) Prerequisite, One 100-level course in literature or history, or AP 4 or 5 in English or history. (Same as History 223 and Medieval and Renaissance Studies 223.) Maximum enrollment, 24. Katherine Terrell and John Eldevik.

224F Playwriting.

Introduction to the techniques of realistic and non-realistic playwriting through a variety of exercises and improvisations, culminating in the writing and staging of a one-act play. Prerequisite, Theatre 100,130 or a 100-level writing-intensive course in English or English 204, or consent of the instructor. While no prior acting experience is required, students participate in staged readings of works. (Same as Theatre 224.) Maximum enrollment, 16. Latrell.

227F,S Shakespeare.

Survey of selected plays (pre-1660). Prerequisite, One course in literature. No prerequisite for seniors. (Single-Author or Genre) Not open to students who have taken English 225. Strout.

228S Milton.

Study of Milton's English poetry and major prose, with particular attention to *Paradise Lost*. Topics for consideration include Milton's ideas on Christian heroism, individual conscience, the relations between the sexes and the purpose of education

(1660-1900). (Oral Presentations.) (Genre or Single-Author) Not open to those who have taken English 226 or to first-year students. (Same as Religious Studies 226.) Thickstun.

[Spring 2005 01](#) (Thickstun M)

[Spring 2008 01](#) (Thickstun M)

[Spring 2010 01](#) (Thickstun M)

[Spring 2011 01](#) (Thickstun M)

238F Readers, Writers, and the Rise of Secular Print Culture.

Explores the effects of rapidly increasing literacy rates and increasingly affordable printed books on the rise of reading for pleasure as a common cultural activity in England and Colonial America between 1630 and 1750. Who could read? What was available? Who was making money off it, and how? We will consider the ways that writers (and booksellers) at this time tried to influence reading practices. We will also look at books as physical objects through explorations in the library, conversations with book conservators and workshops on Hamilton's manual printing press. (History or Intermedia) Open to sophomores, juniors and seniors. Thickstun.

[Fall 2008 01](#) (Thickstun M)

[252] Romanticism, Realism and Representation in Victorian Arts and Literature.

Study of a range of British poetry, prose and visual arts, including early cinema, from the death of John Keats to the sinking of the Titanic. Authors may include Keats, Charlotte Bronte, Gaskell, Arnold, the Brownings, Tennyson, Ruskin, Dickens, Eliot, the Pre-Raphaelites and Hardy (1660-1900). Prerequisite, One course in literature.

[255F] The Marrow of African-American Literature.

Exploration of how African-Americans, in the face of enslavement, exclusion and terror, produced literature expressing their identities and aspirations. In examining themes such as abduction, separation and resistance, students will assess the inscription of self on the emergent national culture by writers such as Olaudah Equiano, Phillis Wheatley, Frederick Douglass, Harriet Wilson, Frances Harper, Sutton Griggs and Charles Chesnut (1660-1900). Prerequisite, One course in literature, or consent of instructor. (History or Identity and Difference) Open to sophomores and juniors only.

[256S] American Literature of the 19th Century.

Survey of representative literary texts in their historical, social and aesthetic contexts. Attention to issues of access to the literary market and the cultural work of literature, particularly in figuring the rise of a distinctly American tradition. Readings from such writers as Cooper, Brown, Poe, Emerson, Whitman, Hawthorne, Melville, Douglass, Dickinson, Jewett, Clemens, Chestnut and James (1660-1900). Prerequisite, One course in literature. (History or Identity and Difference) Not open to seniors except with permission of the department.

266F US Modernisms.

Effects of the international modernist movement on the literature of the United States from the beginnings of the 20th century to the 1950s. Attention to authors such as Ellison, Faulkner, Hemingway, Hurston, Stein, and Stevens. (post-1900). Prerequisite, One course in literature, or consent of instructor. (History or Identity and Difference) Not open to first-year students or seniors. Widiss.

[267F] Literature and the Environment.

Surveys the history of environmentalist thinking as it has been reflected in literary texts. Examines key ideas of environmentalism and questions of representation, literary value and political relevance. Authors include Thoreau, Faulkner, Abbey, Lopez and Jeffers, as well as a few non-American writers. Texts include memoirs, essays, novels and poems. (Genre or Theme) Open to sophomores, juniors and seniors, and to first-year students with advanced placement.

283F Introduction to Asian American Literature.

Examination of themes, forms, and history of literary production by people of Asian descent in the United States. We will survey translated and English-language works by Asian American writers of varying ethnic affiliations, including Chinese, Japanese, Filipino, Korean, Indian, and others. We'll explore how each writer negotiates a relationship with a particular cultural heritage, as well as confronts the racial, cultural, and political formations of the U.S.. Authors include Maxine Hong Kingston, Carlos Bulosan, John Okada, the Angel Island poets, and others. Prerequisite, One course in literature. (post-1900) (Theory or Identity and Difference) (Same as American Studies 283.) Yao.

[285] Detective Story, Tradition and Experiment.

Survey of a broad range of works, both "popular" and "serious," showing the continual renewal of the genre through the manipulation of conventional elements to produce new effects and to argue a variety of positions. Includes readings from Sophocles, Dostoevsky, Christie, Faulkner, Hammett, Chandler, Nabokov, Robbe-Grillet, Borges, Butor, Stoppard, Cortázar and others. Prerequisite, one course in literature. (Genre) (Same as Literature and Creative Writing 285.)

[293S] The Making of English.

History of the English language from its origins in Old English to its present-day proliferation into World English(es). Particular attention to how the internal development of English (its sound system, syntax, grammar and vocabulary) relates to political and cultural transformations among English-speaking peoples throughout history, and how the English language continues to provoke political and cultural controversy. Offered in alternate years. Prerequisite, One course in literature, or consent of instructor. (Theme)

295S Literary CSI: Casebooks.

Through an introduction to literary theory, students will carefully examine and discuss a variety of literary texts by such writers as Toni Morrison, Kazuo Ishiguro, June Jordan, Carolyn Forché, Samuel Beckett, and Athol Fugard. In addition, students will communicate their insights in casebooks that examine the texts from multiple critical perspectives. Prerequisite, One course in literature. (Theory or Theme) Open to first-year and sophomore students only. Odamtten.

297S Introduction to Literary Theory.

Exploration of the kinds of questions that can be asked about literary texts in themselves, and in relation to the aesthetic, political, historical and personal contexts in which they are written and interpreted. Readings include drama, fiction and theoretical essays. Although the emphasis will be on 20th-century theory (including feminist, structuralist, poststructuralist and rhetorical theory), readings will range from Aristotle to the newest work on the relationship between narrative and cognitive psychology. Prerequisite, two courses in literature. Open to sophomores, juniors and seniors only. (Same as Literature and Creative Writing 297.) J Schwartz.

300S Women Filmmakers.

The history of cinema takes on new dimensions when the focus is on women filmmakers. Their contributions begin with the earliest productions of the silent era; their influence ranges from narrative and documentary to experimental films; and their work raises awareness of the different struggles in women's lives around the world. By raising questions of genre, gender and cultural identity, this course will investigate alternative histories of cinema and develop new approaches to feminist film theory. Prerequisite, one 200-level course in literature or a course in film studies. (Intermedia) Not open to students who have taken College 300. P O'Neill.

304F,S Intermediate Poetry Workshop.

For students whose work and purpose have developed sufficiently to warrant continuing work in poetry. Regular writing and reading assignments as well as critiques in class. Prerequisite, 204 and 215. Maximum enrollment, 16. Guttman.

[Fall 2007 01](#) (Guttman N)

[Spring 2010 01](#) (Guttman N)

305F,S Intermediate Fiction Workshop.

For students whose work and purpose have developed sufficiently to warrant continuing work in fiction. Regular writing and reading assignments as well as critiques in class. Prerequisite, 215 and a 200-level course in literature. Maximum enrollment, 16. Larson.

[Fall 2007 01](#) (Hall T)

309F Creative Non-Fiction Workshop.

For students whose work and purpose in creative writing have developed sufficiently to warrant work in creative non-fiction. This course will focus on food-writing in some of the following genres: personal essay, profile, narrative essay, journalism. Regular writing and reading assignments as well as critiques in class. Prerequisite, one 100-level course in literature or permission of the instructor. (Genre) Maximum enrollment, 16. Guttman.

313F Ghanaian Literature: From Colony to Post-Colony.

Through a close examination of selected works by West African writers such as Kobina Sekyi, Casley-Hayford, Mabel Dove, Ayi Kwei Armah, Efuia Sutherland, Ama Ata Aidoo, Kofi Awoonor, Atukwei Okai, Yaw Asare, Akosua Busia, Kofi Anyidoho and Amma Darko, students will examine how the Slave Castles, the Sankofa Bird and Ananse the Spider have shaped the manner in which Ghanaian writers portray their society (post-1900). (Writing-intensive.) Prerequisite, one 200-level course in literature (204, 205, 206 or 264 preferred). (History or Identity and Difference) (Same as Africana Studies 313.) Maximum enrollment, 20. Odamtten.

315F Literary Theory and Literary Study.

In this course we'll work through many of the high points of twentieth-century theory, considering the varying purchases offered by structuralism, deconstruction, Marxism, and feminism, theories of race, nation, and sexuality, of materiality and the digital, and even of the resistance to theory, in the work of literary and cultural analysis. (Writing-intensive.) Prerequisite, a 200-level course in literature. (Theory or Identity and Difference) Not open to students who have taken 297. Maximum enrollment, 20. Widiss.

317F The Laws of Cool: Knowledge Work and Literary Futures.

Based on the ideas of contemporary scholars in digital humanities, this course introduces students to new modes of reading, interpreting and thinking about literature. As a group we will apply new media and text analysis tools to works of contemporary literature including Chimamand Ngozi Adichie's *Americanah*, Dave Eggers's *The Circle* and poetry of Agha Shahid Ali. The class concludes with students' completion of an original digital project. Prerequisite, One 200-level course in literature. (Theory or Intermedia) (Same as Cinema and Media Studies 317.) P O'Neill.

[323] Other Worlds in Middle English Literature.

From the spiritual realms of heaven and hell to the supernatural world of fairies, medieval culture was immersed in alternative and transcendent versions of reality. Explores medieval literature's frequent forays beyond ordinary experience in Middle English works by the Pearl-poet, Chaucer, Malory and Langland, as well as anonymous romance and drama. (pre-1660). (Writing-intensive.) Prerequisite, one 200-level course in literature. Not open to first-year students. (History) Maximum enrollment, 20.

326F Women Writers in Early Modern England.

Work by women writing in English during the 17th and early 18th-centuries. Examination of how women developed individual and public voices, appropriated and adapted received literary forms, and entered into debates about the status and education of women. Attention to the tension between manuscript circulation and print culture, to the reception of these writers in their day, and to their reception in literary history. (1660-1900) (Writing-intensive.) Prerequisite, one 200-level course in literature. (Intermedia or Identity and Difference) Maximum enrollment, 20. Thickstun.

[327S] English Renaissance Literature: 1550-1660.

Study of the ways works and writers of this period are "in conversation" with each other on such matters as love, death, religious belief, the human response to the natural world and the role of women (in society and as authors). Readings of poems and other works by such writers as Shakespeare, Spenser, Donne, Herbert and Mary Wroth (pre-1660). (Writing-intensive.) Prerequisite, one 200-level course in literature. Not open to first-year students. (History or Intermedia) Open to sophomores, juniors and seniors. Maximum enrollment, 20.

[329F] "When God Shakes a Kingdom:" Literature of the Seventeenth Century.

Addresses the role of religious issues in the literary life of mid-17th century England. Attention to devotional poetry and spiritual autobiography in light of debates about prayer, meditation and church practice; literary reworkings of Scripture; debates about women's preaching and religious autonomy; and literary and historical documents envisioning the implementation of God's kingdom on earth. Texts will range from self-defenses and personal narratives to lyrics, plays and epics. Authors will include English and colonial American writers (pre-1660). (Writing-intensive.) Prerequisite, one 200-level course in literature. (History or Identity and Difference) Open to sophomores, juniors and seniors. Maximum enrollment, 20.

[330] English Comedy and Tragedy, 1580-1780.

Study of tragedies and comedies from the time of Shakespeare through the end of the 18th century, with special attention to changes in the representation of masculinity and femininity before and after 1660, when women first became participants in London's professional theater as actors and playwrights. Plays include Shakespeare's Antony and Cleopatra (c. 1606) and Dryden's version of the same tragedy in All for Love (1677), and works by such writers as Ben Jonson, John Webster, Aphra Behn, and Hannah Cowley (pre-1660). (Writing-intensive.) (Writing-intensive.) Prerequisite, one 200-level course in literature. (History or Genre) Open to sophomores, juniors, and seniors. Maximum enrollment, 20.

335S The Romantic Poets.

The Romantic Period in English literary history has long been defined by the work of six male poets: Blake, Wordsworth, Coleridge, Shelley, Keats, and Byron. We will study their poetry in the context of form, history, and politics, and investigate how their work might be seen to form an ideology or movement. We will also read work by poets such as Barbauld, Clare, Burns, and Hemans, popular in their own day, but thought of as 'minor' subsequently, in order to evaluate how questions of gender and literary value inform our sense of what is 'Romantic'. (1660-1900). (Writing-intensive.) Prerequisite, one 200-level course in literature. (History or Genre) Open to sophomores, juniors, and seniors. Maximum enrollment, 20. Oerlemans.

342F Seminar: Written on the Wall: 20th-Century American Prison Writing.

The writing of the men and women inside the American prison system constitutes a kind of shadow canon to that of better-known literary artists. We will read broadly in 20th-century American prison writing, asking questions about the generic coherence, social and moral import, and historicity of prisoners' non-fiction, fiction and poetry. Authors will include Eldridge Cleaver, George Jackson, Assata Shakur, and Japanese and Chinese internees. Students will visit a writing class taught inside Attica Correctional Facility (post-1900). Prerequisite, one 200-level course in literature. (History or Identity and Difference) Open to juniors and seniors only. Does not fulfill the senior seminar requirement for the English concentration. (Same as American Studies 342.) Maximum enrollment, 12. Larson.

343S Seminar: Women Writing Against the Grain.

A comparative investigation of U.S. women writing their own stories through the genre of autobiography in the 19th and 20th centuries. Attention to theoretical and practical questions of ideology, genre, language, audience and reception. Particular focus on women's self-representation as hegemonic transgression at the intersections of race, class, gender, sexuality, nationality and ableism. (Writing-intensive.) Prerequisite, One course in Women's Studies and some coursework in comparative literature or literary theory or consent of the instructor. (Same as Women's Studies 343.) Maximum enrollment, 12. Vivyan Adair.

353F Anglo-American Modernism.

Principal trends in Modernist literature written in the United States and the United Kingdom roughly from 1900-45. Examination of the contours of the primary tradition, as well as attention to counter-traditions that evolved alongside the accepted canon. Readings of poems, novels and stories by such writers as Yeats, James, Conrad, Joyce, Woolf, Eliot, Pound, Lewis, Ford, West and Loy will provide the context for understanding the larger trajectory of Modernism together with the opportunity for more detailed consideration of specific individual writers (post-1900). (Writing-intensive.) Prerequisite, one 200-level course in literature. (History or Intermedia) Open to sophomores, juniors and seniors. Maximum enrollment, 20. Yao.

[374S] The Hollywood Novel.

A look at novels dealing with or set in Hollywood and at adaptations of novels to film. Students will write short screen adaptations from short fiction and work together as a team (or in teams) on digital video productions of one or more student screenplays (post-1900). (Writing-intensive.) Prerequisite, one 200-level literature course on narrative fiction and one of the following: 215, Art 213, 313, 377 or College 300. (Genre or Intermedia) Open to juniors and seniors only. Maximum enrollment, 20.

375S Contemporary American Fiction.

Study of short stories and novels by authors writing in the past 30 years, such as Barth, Acker, Hawkes, Morrison, DeLillo, Mazza, Wideman, Anaya, Kingston, Proulx (post-1900). Prerequisite, one 200-level course in literature (205 or 266 preferred). Not open to first-year students. (Theme or Theory) Open to sophomores, juniors, and seniors. Widiss.

[376F] Africana Literatures and Critical Discourses.

An examination of literature produced by writers of former European colonies in Africa and its Diaspora, with particular attention to literary and theoretical issues, as well as responses to such developments as Negritude, feminism and post-colonialism. Readings will include selected twentieth and twenty-first century writers. Assignments will involve both written and digital work. (Post 1900) (Writing-intensive.) Prerequisite, one 200-level course in literature. Not open to first-year students. (Theory or Intermedia) Open to sophomores, juniors, and seniors. Maximum enrollment, 20.

[378S] African American Literature Beyond the Edge.

A critical survey of literatures from multiple genres concerned with conjuration, speculation, investigation, transgression or science fiction produced by African-American writers from the 19th century to the present. Includes works by such writers as Chesnut, Sutton Griggs, W. E. B. Du Bois, Fisher, Chester Himes, Ernest Gaines, Octavia Butler, Walter Mosley, Steve Barnes, Jewelle Gomez, Samuel Delaney, Gayle Jones, Derrick Bell, Paula Woods, Tananarive Due and Nalo Hopkinson. (Post-1900) (Writing-intensive.) Prerequisite, One 200-level course in literature. (Genre or Identity and Difference) Open to sophomores, juniors, and seniors. Maximum enrollment, 20.

[380S] Ut Pictura Poesis: Contemporary Graphic Narrative.

An exploration of form and innovation in the rapidly evolving medium of graphic narrative. Includes a study of comics' development through the 20th century and the myriad experiments in reportage and autobiography, as well as in long-form fiction, that increasingly characterize comics' endeavor. Readings in contemporary American literature and critical theory consider comics' shifting social and cultural status, as well as the particular purchase this hybrid representational form has on experience and cognition. Prerequisite, one 200-level course in literature, American studies, art, art history or history. (Genre or Theme) Open to sophomores, juniors, and seniors. (Same as American Studies 380.)

419S Seminar: Creative Writing.

For students whose work and purpose have developed sufficiently to warrant advanced work in fiction or poetry. Students will construct individual projects leading to a final collection of writings in the form of a novella, a series of stories, or a series of poems. Regular writing and reading assignments, as well as critiques in class. Prerequisite, 304 and 305. Open only to senior concentrators and, if there is room, senior minors. Maximum enrollment, 12. Prerequisite, 304 and 305. Open only to senior concentrators and, if there is room, senior minors. Maximum enrollment, 12. Hall.

[Spring 2009 02](#) (Hall T)

425/525S Seminar: Shakespeare in Context.

Close examination of plays by Shakespeare in conjunction with plays by such contemporaries as Christopher Marlowe, Thomas Middleton, and Ben Jonson. Topics will include *Hamlet* and other revenge plays, *Macbeth* and the problem of evil, *The Merchant of Venice* and anti-Semitism, and *Romeo and Juliet* and the representation of love. Prerequisite, a 300-level course in literature. Open to juniors and seniors only. Maximum enrollment, 12. Strout.

428/528S Seminar: Muslims, Women and Jews: Alterity and Identity in the Middle Ages.

How did medieval Christians perceive difference and define the boundaries of identity? Study of medieval literature dealing with disenfranchised populations within European Christian society (women and Jews) and those outside its bounds (Muslims). Readings by authors such as Chaucer, Margery Kempe and John Mandeville, as well as anonymous dramas and crusade romances, and modern criticism. Particular consideration of literary and cultural contexts, including sermon stories, histories, medical and legal texts, polemics and religious tracts (pre-1700). Prerequisite, three courses in literature. Open to juniors and seniors only. Maximum enrollment, 12. Terrell.

435F Seminar: Jane Austen: Text and Film.

Close reading and discussion of Austen's six published novels. Attention to questions of genre raised by treatments of the novels in film and television productions (1660-1900). Prerequisite, three courses in literature. (Intermedia or Single-Author) Open to juniors and seniors only. Does not fulfill the senior seminar requirement for the English concentration. Maximum enrollment, 12. J O'Neill.

[438/538S] Seminar: George Eliot.

While Mary Ann Evans was shunned by Victorian high society for living with a married man, her reputation as the author George Eliot established her as the most respected and influential female novelist of the 19th century. In this seminar we will study Eliot's art as a novelist and her contributions to debates concerning science, religion and the woman question in works such as *The Mill on the Floss*, *Middlemarch* and *Daniel Deronda* (1700-1900). Prerequisite, three courses in literature. Open to juniors and seniors only. Maximum enrollment, 12.

[439/539S] Seminar: Race and Nation in the Middle Ages.

What did race and nation mean in the Middle Ages? We'll start by investigating English attempts to establish a unified national identity out of a history of invasion and colonization; we will also consider examples of Celtic resistance to English imperialism. We will then turn to writing that explores English (or British) identity in an international context, to examine how real and imagined contact with other cultures—particularly in the context of the Crusades—influenced English conceptions of nation, race,

and identity. Genres will include travel writing, romance, and historical narrative. Prerequisite, Three courses in literature. Open to Juniors and Seniors only. Maximum enrollment, 12.

[442F] Seminar: Booked: Prison Writing.

Prisons have been the settings for scenes of tragedy, comedy, romance and social protest. While aware of this use of the prison as a literary device, we will read writers who have actually suffered incarceration. We will read canonical texts (by Plato, Boethius, King), post-colonial prison writers (Abani, Thiong'o), and the work of men and women inside the American prison system. Among other requirements, students will read work by and visit men in a writing class taught inside Attica Correctional Facility. Prerequisite, three courses in literature. Open to juniors and seniors only. Does not fulfill the senior seminar requirement for the English concentration. Maximum enrollment, 12.

447/547S Seminar: James Joyce.

In-depth study of Joyce's major works in their historical and cultural contexts. Readings include *Dubliners* and *Finnegans Wake*, Major emphasis on *Ulysses*. Prerequisite, three courses in literature. Open to juniors and seniors only. post-1900 Maximum enrollment, 12. Steven Yao.

[458/558S] Seminar: The 19th Century American Novel and the Marketplace.

The American market for home-grown novels developed in the 19th century. In competition with each other and pirated British novels, American novelists hoped to write the next best-seller. We will read some of those best-sellers -- novels by Cooper, Lippard, Sedgwick, Child, Warner and Stowe -- along with now-canonical novels (such as those by Melville and Hawthorne) that did considerably less well in the market, with an eye toward understanding some of the tensions between the literary marketplace and the development of the literary canon (1700-1900). Prerequisite, three courses in literature. Open to juniors and seniors only. Maximum enrollment, 12.

[Spring 2011 01](#) (Oerlemans O)

[459/559S] Seminar: TransAtlantic Romanticisms.

Exploration of Romantic ideologies in literature (poetry and novels) from England and the United States. Discussion of nationalism, nature, individualism, and imagination as they appear in authors including Wordsworth, Byron, Scott, Cooper, Whitman, Dickinson, and Melville. Attention to the paradox of influence in asserting notions of national identity. (1660-1900) Prerequisite, three courses in literature. Open to juniors and seniors only. Maximum enrollment, 12.

[463/563S] Seminar: The Pound Era.

Examination of the age of Modernism through the efforts of one of its most influential and controversial figures: the poet, promoter, polemicist and propagandist Ezra Pound. Readings of poetry and fiction from the period by such writers as T. S. Eliot, H.D. and James Joyce. Discussion of such issues as the poetic movements of Imagism and Vorticism, translation as a form of Modernist expression, the role of history in literary discourse, the relationship between poetry and politics, questions of formal innovation, and the question of American poetic identity (post-1900). Prerequisite, three courses in literature. Open to juniors and seniors only. Maximum enrollment, 12.

[465/565S] Seminar: Faulkner and the South.

Study of Faulkner's major novels in the context of the ongoing effort to write the South (post-1900). Prerequisite, three courses in literature. Open to juniors and seniors only. Maximum enrollment, 12.

[473/573] Seminar: Major African Writers.

A comprehensive comparative investigation into works by two or more contemporary African writers. Attention to theoretical and practical questions of ideology, genre, language, gender, class and geographic region to determine the multiple articulations among authors, texts and audiences (post-1900). Prerequisite, three courses in literature or consent of instructor. Open to juniors and seniors only. Maximum enrollment, 12.

474/574S Seminar: Major African-American Writers.

An in-depth investigation of selected 20th-century and contemporary works by African-American writers. Focus on the theoretical and practical questions of genre, language, gender, class and ideology to determine the multiple articulations among authors, texts and audiences. Traditional written assignments, critical discussion and digital media coursework in the computer lab are required (post-1900). Prerequisite, three courses in literature. Open to juniors and seniors only. Odamtten.

498F Honors Project in Creative Writing.

Independent study under the supervision of creative writing faculty, for honors candidates who wish to qualify for honors in creative writing. Prerequisite, Permission of Department. Students will be assigned to CW faculty for the project. Maximum enrollment, 8. Naomi Guttman.

500S Honors Thesis.

Independent study for honors candidates in English, culminating in a thesis. Prerequisite, approval of the department. The Department.

501S Honors Project.

Independent study for honors candidates in Creative Writing. Prerequisite, approval of the department.

English for Speakers of Other Languages

Barbara T. Britt-Hysell, *Coordinator*
John Bartle (German and Russian Languages and Literatures)

English for Speakers of Other Languages (ESOL) is a program that provides a variety of services to a broad range of students for whom American English is not their first or native language. The program supports the various skills, abilities and proficiencies of students who are fluent or functional bilinguals. We aim to capitalize on the strengths of how culture and language factors affect learning, speaking, listening and reading as well as the writing process and the evaluation of academic writing. Activities and services include weekly radio show, conversion tables, an interactive Web site, on-going tutorial assistance and the two courses listed below.

Fundamentals of Composition I and II are designed to assist ESOL students in sharpening their writing skills for college-level work in all academic disciplines. Both courses focus on teaching students how to organize standard academic essays and how to form clear, coherent arguments at the college level. Fundamentals of Composition II is open to all students. Both provide regular academic credit toward graduation requirements and satisfy the College-wide requirements of writing-intensive courses.

101F Fundamentals of Composition I.

Readings and writing in a variety of subject areas and disciplines to deepen understanding of Standard American English; to enhance the ability of expression in college-level writings, such as essays, examinations and research papers; to expand vocabulary and increase speed of comprehension and writing in English. (Writing-intensive.) Generally limited to first-year students. Upperclass students, see instructor. Maximum enrollment, 12. Britt-Hysell.

102S Fundamentals of Composition II.

Writing 102 generally follows the format of 101 and is open to all students whether they have taken 101 or not. Focus on American culture, particularly as seen through film. (Writing-intensive.) Maximum enrollment, 10. Britt-Hysell.

Environmental Studies

Program Committee

Peter F. Cannavò, *Director* (Government)

Tim Elgren (Chemistry)

William A. Pfitsch (Biology)

Todd W. Rayne (Geosciences)

Richard Werner (Philosophy)

Ernest Williams (Biology)

Environmental studies concerns human interaction with the physical world. The Environmental Studies Program offers an opportunity to explore that interaction from a variety of perspectives and using the tools of different academic disciplines. A number of departments contribute courses to this interdisciplinary program.

The concentration in Environmental Studies encourages both interdisciplinary breadth and depth of study in a discipline. Upon declaring their ES concentration, students also declare a focus academic division in which to pursue their ES program, and work closely with faculty advisors to develop an individualized plan of study. Note that ES 150 is NOT a required course for the concentration.

The concentration consists of 13 courses:

Six foundational courses distributed among the two academic divisions: 1) natural sciences and 2) social sciences/humanities, including:

- one introductory science course in geoscience, and one in biology, chemistry or physics;
- two in the social sciences/humanities;
- two additional courses selected from the student's focus division;

Four elective courses chosen from a specific discipline within the focus division;

One data analysis and/or statistics course (prior to senior year);

One elective course with explicit environmental content;

550, the Senior Project

A complete description of the Senior Project is available from members of the advisory committee. A maximum of four credits may be transferred into the concentration from study off-campus with prior approval. Students who have earned at least a 3.5 (90) average in courses toward the concentration may receive honors in Environmental Studies through distinguished work on the Senior Project.

The detailed requirements for the environmental studies concentration are:

1. Six foundational courses, which should be taken before the completion of the junior year. These courses are:

Two of the following Natural Sciences courses:

One of Geoscience 103, 105, 110, 112 or 116

One of Biology 101, 102 or 115, Chemistry 120 or 125, or Physics 100 or 200

Two courses from the Social Sciences/Humanities list below (or at the discretion of the student's advisor and the Program Committee)

Two more courses from the student's focus division (not limited to the lists below).

SOCIAL SCIENCES/HUMANITIES

ES 220 Forever Wild: The Cultural and Natural Histories of the Adirondack Park

ES 221 Global Warming

ES 250 Interpreting the American Environment

ES 290 Nature and Technology

Economics 380 Environmental Economics (prerequisite Economics 101)

English 267 Literature and the Environment

ES 155 Religion in the Wild

Government 285 Introduction to Environmental Politics

Government 287 Political Theory and the Environment

Philosophy 235 Environmental Ethics

Religious Studies 118 Religion and Environmentalism

NATURAL SCIENCES

ES 150 Environmental Science and Society

ES 221 Global Warming

Biology 101, 102 or 115 Introductory Biology

Biology 237 Ecology

Chemistry 120 or 125 Introductory Chemistry

Geoscience 222 Earth's Climate

Geoscience 240 Meteorology

Geosciences 295Su Geology of Tasmania

2. Four elective courses selected in consultation with the student's advisor from a discipline within the focus division. These courses are intended to provide the student with sufficient depth of understanding to enable competent pursuit of the Senior Project. At least three of these electives must be above the 100 level.

3. One course in data analysis and/or statistics: Economics 265 Economic Statistics, Government 230 Data Analysis, Mathematics 100 Statistical Reasoning and Data Analysis, Mathematics 253 Statistical Analysis of Data, or Psychology 201 Statistics and Research Methods in Psychology. This course must be taken prior to senior year.

4. One elective course with explicit environmental content from outside one's discipline (chosen in consultation with the student's advisor).

5. 550 Senior Project. Note that students pursuing science- or other empirically-oriented Senior Projects are normally expected to begin their empirical research as an Independent Study with a faculty member in the semester (or summer) preceding their enrollment in ES 550. The Independent Study can be undertaken as a half- or full-credit course and will be counted toward completion of the ES concentration.

The minor in Environmental Studies consists of five courses: An introductory environmental science course (one of ES150, GeoSc 105, or GeoSc 110) and four from the Natural Sciences and Social Sciences/Humanities lists above (with the exclusion of introductory biology, chemistry, and physics courses). A student may petition to substitute other courses with an explicit environmental focus. The five courses must include at least one course from outside the natural sciences. A student may count for the minor at most two courses from a single department, and at most two courses from programs away from Hamilton.

150F Environmental Science and Society.

An introduction to environmental science. Emphasis on scientific understanding of the causes and implications of, and potential solutions for, problems that result from human interactions with the environment. Current environmental problems examined from an ecological perspective. (Same as Biology 150.) W Pfitsch.

[155F] Religion in the Wild.

Jesus, Moses, Siddharta, and Mohammed all had significant experiences in the wilderness. These experiences shaped their lives and the religious traditions that they helped found. We will read from and about philosophers, mystics, and spiritual seekers who have gone to untamed spaces for inspiration. We will then turn toward the modern world, and its ongoing spiritual/secular impact, reading works by H.D. Thoreau, John Muir, Aldo Leopold, Gary Snyder, Sara Maitland, and Jonathan Franzen, and look at films including *Into the Wild* and *The Straight Story*. (Writing-intensive.) (Oral Presentations.) Instructor's Permission Only. (Same as Religious Studies 155.) Maximum enrollment, 20.

212S Global Warming: Is the Day After Tomorrow Sooner than We Think?.

Investigates the historical/political/geographic context for our hydrocarbon economy, the scientific and economic debate behind global warming, the social and ecological consequences of action or inaction regarding greenhouse gas emissions and the role of public policy and international relations in global environmental change. Prerequisite, One semester of science. Not open to students who have taken Environmental Studies/Geoscience 221. May count toward a concentration in environmental studies. (Same as Geosciences 212 and Government 212.) Maximum enrollment, 25. C Dash.

[218F] Industrial Ecology.

The science of sustainability. Using a variety of tools students will assess the total environmental impact associated with the manufacturing, use and disposal of a variety of common consumer goods. Key concepts to be introduced include life-cycle analysis, eco-design, product stewardship, product dematerialization, industrial metabolism and industrial symbiosis. Popular strategies for reducing the environmental burden of industrial activities will also be examined. (Proseminar.) Prerequisite, any 100-level course in science, government or economics. May not be counted toward the concentration or the minor in biology. (Same as Biology 218 and Geosciences 218.) Maximum enrollment, 24.

220F,S Forever Wild: The Cultural and Natural Histories of the Adirondack Park.

Study of America's largest inhabited wilderness. Survey of natural and cultural histories of the park and examination of ecological, political and social issues. Study of literary, scientific, historical and political texts. Exploration of environmental issues such as acid rain, development and land-use, predator re-introduction and population controls. Prerequisite, one course in literature, biology, geology or environmental studies. May count toward a concentration in environmental studies. Field trip required. Open to sophomores, juniors and seniors in the fall. Oral Presentations (Fall-2 sections); Writing-intensive (Spring). (Same as College Courses and Seminars 220.) Maximum enrollment, 14. O Oerlemans and J Schwartz.

250F,S Interpreting the American Environment.

A survey of responses to and interpretations of the American landscape. Study of historical, political, literary, and critical texts. Puts contemporary environmentalism in a historical and geographical perspective. Emphasis on changing notions of wilderness, urban development and the cultural contexts of expansion and development. Cannavò.

255S Gender and Environment.

The theoretical, historical and material links between gender and the natural world. We explore how the social category of gender relates to environmental issues, but also focus on how other human differences based on race, class, sexuality and nation connect to the so-called "non-human environment." The course begins with feminist historical and theoretical analysis of the links between gender and environment, including examinations of Ecofeminism and Deep Ecology. Building on this foundation, we then explore Health and Technology, Environmental Justice, and Global Climate Change. (Writing-intensive.) (Same as Women's Studies 255.) Maximum enrollment, 20.

[290F] Nature and Technology.

This course examines the sometimes contentious relationship between the natural world and human attempts to understand it (science) and control it (technology). We survey ethical, social, artistic and scientific distinctions between the natural world and the human-built world. Specific topics include everyday tools (e.g., hammers), food and agricultural practices (corn & chickens), modes of transportation (trains), and emerging biotechnologies (genes & humans). Readings will draw from works in philosophy of technology, environmental history, and science and technology studies. (Writing-intensive.) Maximum enrollment, 20.

305F Global Climate Change Seminar.

An exploration of the scientific evidence for anthropogenic global climate change through analysis and discussion of primary literature. The course covers data interpretation, critical thinking about scientific articles, and use of scientific evidence to inform thought about the causes and consequences of climate change. Prerequisite: one Environmental Studies Science Foundation course. (Quantitative and Symbolic Reasoning.) (Proseminar.) Prerequisite, One Environmental Studies Science Foundation course. Maximum enrollment, 16. Carolyn Barrett Dash.

550F,S Senior Project.

An independent study developed in consultation with a faculty advisor and the environmental studies advisory committee to explore in detail an environmental topic, culminating in a substantial research paper and oral presentation. Proposals for Senior Projects are developed with a faculty advisor and submitted to the ES advisory committee prior to course registration. Prerequisite, Permission of instructor. The Program.

Foreign Languages

Martine Guyot-Bender (chair)
M. Cecilia Hwangpo
Hong Gang Jin
Masaki Kamia
Joseph E. Mwantuali
Edna Rodriguez
De Bao Xu

Beginning with the Class of 2016, a concentration in foreign languages requires the completion of ten courses, at least five at the 200-level and above in each of the languages; it also requires a senior project/thesis in one of the languages of study. All concentrators in foreign languages are also required to take a language proficiency test in the two languages during senior year. Students should have an advisor in each of the languages. Study abroad is strongly encouraged. Each department involved in the major has specific requirements with which students must comply:

Chinese

Two 200-level
One 300 level
One 400 level

If Chinese is chosen for the thesis, a research paper written with Chinese and English material will be required and defended in Chinese.

Classics (Latin or Greek)

Two 300-level courses in either Latin or Greek
Senior project will be determined in consultation with the department.

French

Two 200-level
One 300- or 400-level
One 400-level during senior year
If French is chosen for the thesis, a research paper written and defended in French will be required

Hispanic studies

Two 200-level
One 300-level
One 400-level during senior year
If Hispanic Studies is chosen for the thesis, a research paper written and defended in Spanish will be required

Japanese

4 courses in Japanese at the 200 level or above
1 course in translation at the 200 level or above
If Japanese is chosen for the thesis, a research paper written and defended in Japanese will be required.

The College administers study abroad programs in China, France and Spain. Students are advised to begin, or continue, their study of a foreign language early in their college career.

In addition, Hamilton is a member of the Intercollegiate Center for Classical Studies in Rome and the American School of Classical Studies in Athens. (For further information, see "Academic Programs and Services.")

Instruction in the following languages is offered at Hamilton:

Part of the foreign language major:

Chinese (see East Asian Languages and Literatures)
French (see French)
Greek (see Classics)
Japanese (see East Asian Languages and Literatures)
Latin (see Classics)
Spanish (see Hispanic Studies)

Not part of the foreign language major

Arabic (intermediate level, see Critical Languages)
Italian (intermediate level, see Critical Languages)

German (see German and Russian Studies)
Russian (see German and Russian Studies)
Other languages (see Critical Languages)

French

Faculty

Pamela Diaz
Martine Guyot-Bender (F,S)
Roberta L. Krueger
Cheryl A. Morgan (Chair)
Joseph E. Mwantuali (HiF)
John C. O'Neal (F)
Joan Hinde Stewart

Special Appointment Julien Ribault

A concentration in French consists of nine courses numbered 140 or higher, including 200; 211 or 212; 250 or 280 or 285; two 400-level seminars (one each semester of senior year, including at least one pre-modern seminar); and two electives at the 300 or 400 level. Any history, civilization or culture course offered by another department and concentrating specifically on France or another Francophone country satisfies the 250-285 requirement but will not count as one of the nine concentration courses.

During their senior year, concentrators in French must: 1) enroll in at least one 400-level course during both the fall and spring semesters; one of these courses must focus on a period before 1800; 2) complete a substantial research paper in a 400-level course, normally in the spring semester; 3) participate in an assessment of their oral proficiency in an interview conducted by outside examiners early in the spring semester. Concentrators may not normally fulfill the requirement for the major through the election of a 200-level course during their senior year. A complete description of the Senior Program is available in Christian Johnson 202.

Candidates for honors must have a 3.50 or better average grade in the nine courses required for the major ; must receive a grade of A- or better on their Senior Paper in a 400-level seminar or in 550 their senior year ; and must be approved by a vote of the department faculty.

A minor in French consists of five courses numbered 140 or higher, including at least one literature course and one course at the 300 level or higher.

Hamilton in France

After a preliminary orientation in Biarritz and Paris, students register at various Paris universities and post-secondary institutions. In consultation with the director, they select a program of four courses per semester from those offered at Paris III, Paris VI, PVII, or at other institutes such as the Institut d'Etudes Politiques, the Institut Catholique and the Ecole du Louvre. In addition, a number of special courses taught by French professors are arranged by Hamilton in Paris.

The Université de Paris and the special institutes announce their courses at the beginning of each academic year. The director makes specific course information available to students as soon as possible. Many varied courses in art history, economics, French language and literature, history, linguistics, music, philosophy, political science, sociology and theatre are offered. Students are urged to take at least one semester of a language class and are encouraged to select a balanced program of courses in different disciplines. A detailed description of selected courses is contained in the program's catalogue.

All courses taken with the Hamilton in France Program count toward the graduation requirement. However, students with concentrations other than French must consult with the appropriate department before departure about transfer of credit for the concentration.

The Hamilton in France program is for a full academic year. The department believes that far greater linguistic and cultural benefits are gained from an academic year in France than from a semester. Concentrators and other serious language students are therefore encouraged to participate in the nine-month program. A semester option is available, however, to pre-med students, students majoring in the sciences (including mathematics and computer science) and students whose academic plans necessitate attending another semester program in another country.

110F First-Term French.

A thorough grounding in speaking, writing, reading and comprehension for beginners. This is an intensive, interactive course which allows students to gain oral fluency fast and start writing short texts. Textbook readings and exercises supplemented by short texts and films. (Proseminar.) Prerequisite, For students with no prior experience in French. Four hours of class, plus one session with a teaching assistant, and laboratory work. First-year students who follow the sequence through 140 may qualify for

the Junior Year in France Program, with consent of the director. Maximum enrollment, 16. Diaz.

120S Second-Term French.

Increased instruction in aural comprehension, speaking, reading and writing. In 120, students engage in more in-depth conversation topics and writing assignments about everyday life and cultural topics related to French-speaking areas around the world. Four hours of class, with additional independent drill and laboratory work as well as Internet exploration. Prerequisite, 110 or placement in 111/120. Although a natural continuation of 110, 120 can be taken independently. First-year students who follow the sequence to 140 may qualify to attend the Junior Year in France. Maximum enrollment, 16. Department (Spring).

130F Communication in Francophone Cultural Contexts: Intermediate French I.

The diversity of the French-speaking world will provide the material for students' active engagement and greater proficiency in speaking, comprehending, reading and writing French. Strengthening of basic grammar, oral practice and conversation, readings in contemporary cultures and social issues. Incorporates texts, films and other activities as the basis for discussion, debate, exposés and short compositions. Three hours of class and session with teaching assistant. (Proseminar.) Prerequisite, 111, 120 or French placement exam. Maximum enrollment, 16. Krueger.

140F,S Communication in Francophone Cultural Contexts: Intermediate French II.

Further venture into the French-speaking world, as students gain increased proficiency in understanding, speaking, reading and writing French while continuing to strengthen grammatical forms, aural and written expression. More time is spent on using French as a base for discussion. Special focus on oral presentation and composition. Three hours of class and session with teaching assistant. (Oral Presentations.) Prerequisite, 130, placement exam or consent of instructor. Maximum enrollment, 16. Laborde (Fall); O'Neal (Spring).

200F,S Introduction to French Studies.

An intensive course to improve all language skills, focusing on oral and written argumentation, proper nuanced expression, grammar and vocabulary-building strategies through the analysis of contemporary literary and cultural texts. A necessary course for study abroad and French culture and literature courses. Mandatory discussion session TBA. (Writing-intensive.) (Oral Presentations.) Prerequisite, 140 or placement exam. Regular class meetings plus a weekly discussion session with a teaching assistant. Maximum enrollment, 20. Diaz (Fall); Krueger, Morgan (Spring).

211F Introduction to French Literature I: Writing Difference.

Examines representative works of French literature around the topic of difference. Special attention is given to literary analysis and to coherent structuring of written argumentation. Texts read and movies cover different literary genres and, while working on improving the students' skills in close reading, they lay a solid basis for strong general knowledge of French literatures. Taught in French. (Writing-intensive.) (Oral Presentations.) Prerequisite, French 200, appropriate score on placement exam, or consent of instructor. Maximum enrollment, 20. Laborde.

212S Introduction to French Literature II: The Emergence of Individualism.

This course will focus on how and why animals speak to us. We will address this question by examining a series of French texts spanning from the Middle Ages through the eighteenth century, along with some film adaptations. Students will become acquainted with a selection of canonical texts, important genres, and analytic categories, including: fables, fairy tales, romance, satire, and the encyclopedic tradition. Readings in Modern French. Class discussions, oral presentations and papers in French. Writing-intensive. (Writing-intensive.) Prerequisite, French 200, appropriate score on placement exam, or consent of instructor. Maximum enrollment, 20. Diaz.

[250] Exploring Contemporary France.

Analysis of a variety of perspectives on contemporary France, including geography and recent history, regionalism, religions and cultures as they have shaped the social evolution of the population, socio-political groups and popular culture. Exploration of recent reforms and initiatives led by François Hollande's new government. Students will design part of their syllabus from the French media and TV5. Students conduct individual research to be presented orally or electronically during the semester. (Oral Presentations.) Prerequisite, French 200, appropriate score on placement exam, or consent of instructor.

[255] A Gaze from across the Atlantic : The US As Seen by the French.

In this course, we will look at different ways in which American culture has been depicted in French art, media and popular culture from the nineteenth century to the present. Among the topics discussed, we will explore what each representation reveals about the history and culture of France and the U.S., as well as the state of the Franco-American relationship. Documents studied will range from French intellectuals' observations (de Tocqueville, de Beauvoir) to comic strips. They will also include newspaper articles, films, ads and pop songs. (Oral Presentations.) Prerequisite, French 200.

[270] The Art of Translation.

Study of the theory and practice of literary translation in French and English. Comparative analysis of translations of different periods and genres. Students prepare their own translations in English of selected poems or short texts. Taught in French and English. Prerequisite, French 200 or higher. Maximum enrollment, 16.

[276S] Francophone Theaters.

An exploration of diverse playwriting techniques and themes in different French-speaking areas. Plays read or watched on video. Assignments include text analysis as well as dramatic readings and/or reenacting of scenes from the plays. Authors read include: Michel Tremblay and Marie Brassard (Québec), Aimé Césaire (Martinique), Maryse Condé (Guadeloupe), Mikanza Mobyem (Congo-Kinshasa), Marie Ndiaye, Sartre, Camus, Beckett, or Ionesco (France), Guillaume Oyono Mbia (Cameroun), Guy Régis

Jr. (Haiti), Sony Labou Tansi (Congo-Brazzaville), and Werewere-Liking (Cameroun-Côte d'Ivoire). (Writing-intensive.) (Oral Presentations.) Prerequisite, French 200 or permission of the instructor. Maximum enrollment, 20.

[280F] Francophone Cultures.

An introduction to cultures of French-speaking areas beyond the Hexagon: Africa, the Caribbean, Canada. Topics include the history of slavery, colonization and neo-colonization; literatures; sculptures, masks, paintings; fashion; and cuisines. Discussion based on readings, films and presentations by native informants. Taught in French. Prerequisite, French 200, appropriate score on placement exam, or consent of instructor. Instructor's consent also required for those returning from study in France.

285F 1968: Is Paris Burning?.

In May 1968, France experienced social unrest on an unprecedented scale: massive student demonstrations preceded a general labor strike by millions of workers from all sectors of employment. Social and political unrest characterized the moment, but the "events of May" also challenged existing forms of knowledge and the very nature of language. Explores post-war French history and concurrent developments in the university, the arts and intellectual life. (Oral Presentations.) Prerequisite, 200 or consent of instructor. Taught in French. Morgan.

[305] The French and Their Food: French Culinary Arts, Food Habits, and Table Etiquette.

The topics discussed will include the history of French cuisine, the concept of "gastronomie," the social significance of table manners and food for the French, and the evolution of their eating habits. Readings will include literary texts such as Giono's *Femme du boulanger* and Assouline's *Les Invités*, short stories from Delerm's *La Première gorgée de bière*, and meal scenes from Rabelais, Proust, and Pérec. Documents studied will also include the critical essay *L'Omelette de Balzac* by Muhlstein, French and American ethnologists' observations, newspaper and magazine articles, ads, and films. Prerequisite, French 200; French 211 or 212 highly recommended but not required.

365S Beyond the Known (Francophone) World, from Marco Polo to Trip Advisor.

Examination of travel and travel writing in French literature and culture, from the Middle Ages to the present. Topics to include pilgrimage, the Crusades, voyages of discovery and self-discovery, exile, colonialism, immigration, and contemporary tourism. Students will submit a journal of their readings and travels, in addition to short written and oral reports. (Oral Presentations.) Prerequisite, 211 or above, or consent of instructor. Krueger.

[373S] Special Topics: Remembering the Past.

Using as a point of departure Pierre Nora's *Les Lieux de mémoire*, this cultural history course will focus on many of the crucial places, times, symbols, and events that, through memory, have become part of the French collective consciousness. These have not only shaped France's past but have also given rise to its contemporary culture. Oral presentations and written papers. Prerequisites, 200 or consent of instructor. (Oral Presentations.) Prerequisite, 200 or consent of instructor.

[374] Special Topics: African Cinema.

An introduction to the cinema of Africa. This course is a study of major cultural and socio-political issues as well as of techniques, and the crucial question of "language(s)" in African cinema, from the colonial to the post-colonial era. African filmmakers include Raoul Peck, Ngangura Mweze, Ousmane Sembene, Assia Djebar, Amadou Saalum Seck, Raymond Rajaonarivelo, Kwaw Ansah, Djibril Diop Mambety, as well as some non-African director such as Thierry Michel and Tristan Boulard. Taught in French. Prerequisite, One 200-level course or above, or consent of the instructor.

[402S] In the Medieval Margins: The Outcasts and Outsiders of Medieval French Texts.

This course will examine the literature of outsiders: those who are rejected or who turn away from society. Our goals will be to analyze the reasons for being cast out or for turning away, the modalities of this exclusion, and the effects of an outside perspective. Readings will include: *La Chanson de Roland*, Chrétien de Troyes's *Lancelot ou le Chevalier de la charrette*, *Le Roman de Renart* (excerpts), Trubert, and François Villon's *Testament*. This course will include an introduction to manuscript studies. Prerequisite, French 211 or 212 (and preferably a 300-level course) or consent of the instructor. Maximum enrollment, 12.

[403] In Her Own Voice: French Women Writers of the Middle Ages and the Renaissance.

Analysis of works by women in France during the first 1,000 years of French literary history. Authors include Radegund, Dhuoda, Heloise, Marie de France, the female troubadours and trouvères, Marguerite Porete, Christine de Pizan and Louise Labé. Topics include the problem of female voices in manuscript culture; women's roles in convents, courts and the family; spirituality and heresy; sexuality and desire; changing ideas of honor; female authors' critique of misogyny and their rewriting of courtly and clerical models. Oral presentations and written projects. Taught in French. Prerequisite, 211 or 212.

[404] Arthurian Legends and the Creation of Courtly Culture in Medieval France.

This course examines the representation of social relationships in tales of King Arthur and the Round Table. Works and authors include Geoffrey of Monmouth, Marie de France, *Lancelot and Perceval*, *La Quête du Saint Graal* and *La Mort du Roi Arthur*, fabliaux and didactic texts (all read in modern French translation). Topics include the construction of gender roles; dress and fashion; the politics of the court; and the role of clerics and readers in the definition of courtly culture. Oral exposé and brief papers on subjects that may bring in other disciplinary interests. Prerequisite, French 211 or 212 or consent of the instructor. Maximum enrollment, 12.

406F Comic Visions in French Literature from the Fabliaux to Figaro.

Analysis of comic perspectives on society, language and literature from Old French farce through the early modern period. Works and authors include Aucassin et Nicolette, selected fabliaux, the *Farce de Maître Pathelin*, Marguerite de Navarre, *Rabelais*, Molière and *Le Mariage de Figaro*. Taught in the original French or in modern French translation when appropriate. Prerequisite,

211 or above, or consent of instructor. Maximum enrollment, 16. Krueger.

[408F] The Passions of the Soul.

Combines an introduction to 17th-century French culture and society with an analysis of the period's thinking on manners, morals, ambition, spiritual devotion, duty, self-love, hypocrisy and animal souls. Special attention to the role the passions play for this age in the works of authors such as Descartes, François de Sales, La Bruyère, La Fontaine, La Rochefoucauld, Mme de Lafayette, Molière, Pascal and Racine. (Oral Presentations.) Prerequisite, 211 or 212 or consent of instructor. One 300-level course strongly recommended. Maximum enrollment, 16.

[409] The Art and Abuse of Conversation in 17th- and 18th-Century France.

After an introduction by way of Montaigne's essay on the subject in the late Renaissance, this course examines works by Molière, La Bruyère, Mlle de Scudéry and the chevalier de Méré in the 17th century and other works by Marivaux, Crébillon fils, Diderot, Rousseau and the abbé Morellet in the 18th century. Discussions will elicit both the enormous pleasures of polite or intimate conversation as well as the possible ways society sometimes overly refines this art or turns it into a hypocritical game. Prerequisite, One of the following: 211, 212, or a 300-level course or consent of instructor. Maximum enrollment, 16.

410S Gender Confusion in the French Enlightenment.

Rousseau and Diderot, among other authors, contributed in different but important ways to the rise of sensibility and the emerging gender confusion in 18th-century France. Whereas the court case of Mlle Rosette in the first half of the century still points to the association of cross-dressing with madness, the life of the chevalier/chevalière d'Eon in the second half of the century indicates greater tolerance, if not acceptance, of gender-bending roles. Readings include fictional works, philosophical essays, biographies, and legal cases of the period. Prerequisite, 211, 212 or consent of instructor. Maximum enrollment, 16. O'Neal.

415S Out in the City: Nineteenth-Century Paris.

Examination of the ways in which an increasingly modern Paris looms large in the 19th-century imagination. Explores developments in the arts (drawing, caricature and photography) and writing (journalism and literature) to examine topics such as money, pleasure, looking, flanerier, fashion, social class and gender within the context of urban decay and renewal. Attention to the historical and social geography of Paris complements study of writers such as Balzac, Girardin, Baudelaire and Zola and artists such as Daumier, Nadar, and the impressionists. (Oral Presentations.) (Proseminar.) Prerequisite, one 300-level course or consent of instructor. Maximum enrollment, 16. Morgan.

[416] Saints and Sinners in Medieval French Literature.

This course examines the representation of spiritual crisis and social transgression in selected works of twelfth- and thirteenth-century Old French literature, including the Vie de Saint Alexis, the letters of Abelard and Heloise, Marie de France's Eliduc, Chrétien de Troyes's Yvain and Perceval, La Mort du Roi Artu, selected fabliaux, and Aucassin et Nicolette. Prerequisite, one course numbered 211 or higher. Oral presentations and written reports. Taught in French. Maximum enrollment, 16.

[418] Place and Space in 20th/21st-Century French Literature and Film.

The course will focus on novels and films which titles include a place name. It will explore how place and space shape characters, their past, and aspiration for the future, and how texts shape those spaces in words and images. We will speak about "l'espace littéraire et l'espace filmique" to deepen our understanding of the relationship between text and place. Reading list includes Hiroshima mon amour (duras); Quartier perdu (Modiano); Onitsha (Le Clezio), and contemporary novels by Oster and Toussaint. Films will include Le Havre, Outremer, some films with "Paris" in their titles. (Oral Presentations.) Prerequisite, Study abroad, or 300. Very strong students with 211 or 212. Maximum enrollment, 12.

420F Women's Writing in Contemporary France.

Examination of current trends in French women's writing with attention to the cultural locations of its various forms such as the crime novels, autofiction, memoir, and satire. Authors may include Varga, Despentès, Ernaux, Calle, Sebbar, Ndiaye, Bouraoui, Cusset, and Angot. (Oral Presentations.) (Proseminar.) Prerequisite, French 211, or permission of instructor. Taught in French. Maximum enrollment, 16. Morgan.

[421] Romance, Revolution, and Rebels in the 19th-Century French Novel.

This course will examine emerging and competing forms of the French novel in the first half of the 19th century, exploring their engagements with romantic individualism, sentimental fictions, recent history and, ultimately, realist aesthetics. Authors studied may include Hugo, Balzac, Duras, Sand, Girardin, Stendhal and Flaubert. Prerequisite, one 300-level course or consent of the instructor. Maximum enrollment, 16.

[428] Post-War Cinematographic Memory.

Based on three chapters of recent French history (the Occupation and the Holocaust; relationship with Algeria; May 1968 and social unrest), investigates how filmmakers mediate individual and national memories through moving images. The films will be considered in the context of recent historiographical material, theoretical discourse on cinema, and very specific cultural policies in France, as well as popular events around cinema. Includes about 10 movies. Some Friday afternoons will be reserved for film screenings. Prerequisite, one course at the 300-level or above. Maximum enrollment, 16.

[432] Picturing War in Twentieth-Century France.

Examines various representations of the wars that have marked 20th-century France. As tragic as wars are, they inspire texts in an unlimited variety of formats and media and tones (tragic, ambiguous, mundane and comical) that respond to specific needs, and impact their "public" in different ways. Course material includes 20th-century novels, fiction and documentary film; paper and electronic news media; monuments and museums, popular forms of expression (soldiers' letters, jokes, songs, games); and other

visual arts. (Oral Presentations.) Prerequisite, one 300-level course or consent of instructor. Course may include off-campus visits. Maximum enrollment, 16.

[435] Reality as Fragment: Surrealism, the Absurd and Commitment between World War I and World War II.

Examines the artistic reaction to World War I and its anticipation of World War II with a focus on what is known as the Surrealism movement and on authors/thinkers who systematically questioned social and political assumptions about coherence and meaning through dream, studies of the self, idealism and ideology. Readings in Proust, Colette, Aragon, Breton, Malraux, Michaux and Yourcenar. Class material includes poetry, narratives and the visual arts as well as a study of Renoir's 1939 movie "La Regle du jeu." Prerequisite, French 211 or 212, or consent of the instructor. Maximum enrollment, 16.

[455F] Studies in Francophone Literature: The African Novel.

Critical examination of the novel's evolution from the colonial period through independence and on to post-colonial writing. The search for authenticity and answers to problems of narrative technique, oral and written traditions, audience, African feminism, politics and the role of the writer. Authors include Lomani Tshibamba, Sembene Ousmane, Nafissatou Diallo, Andrée Blouin, Valentin-Yves Mudimbe, Ahmadou Kourouma, Henri Lopes, Calixthe Beyala, Aminata Sow Fall and Mariama Ba. Taught in French. (Oral Presentations.) Prerequisite, French 211 or 212 or consent of the instructor. Maximum enrollment, 16.

550S Honors Project.

Independent study program consisting of the preparation and oral defense of a paper in French. Only students having an average of A- or better in courses counting toward the concentration at the end of the first semester of the senior year may qualify. In order to earn honors, the candidate must receive A- or better on both the required paper and the oral defense. The Department.

Geoarchaeology

Faculty

David G. Bailey, *Co-Director* (Geosciences)

George T. Jones, *Co-Director* (Anthropology)

Geoarchaeology uses geologic methods and principles to enhance interpretations of the archaeological record, focusing on such issues as geochronology and stratigraphic succession, processes of deposition and diagenesis, paleoenvironmental reconstruction and landscape evolution. Designed for students with shared interests in geology and archaeology, the concentration builds on the common histories and research domains of these fields.

A concentration in geoarchaeology consists of 10 units of credit taken from the existing curricula of the Anthropology and Geosciences departments. Required courses include: Archaeology 106 and Principles of Geoscience (Geosciences 103 to 122); Archaeology 325; two courses from Archaeology 243, 245 or 249; Geosciences 211 or 222; two courses from Geosciences 220, 236 or 290; Geoarchaeology 360; and Geoarchaeology 500-501. Concentrators must fulfill their senior project requirement through satisfactory completion of 500-501. Honors will be awarded on the basis of excellence in coursework and a superior Senior Project.

Students are encouraged to take one or both field courses (Archaeology 280 and Geosciences 265). Students considering careers in geoarchaeology or related fields should take additional courses in biology, chemistry and other sciences.

[360S] Quaternary Geochronology.

Examines the development and application of dating techniques that are appropriate over the last five million years, including dendrochronology, ²¹⁰Pb, radiocarbon, Uranium-series, paleomagnetic, thermoluminescence and cosmogenic surface exposure dating. Examples drawn from geologic and archaeological contexts that are important to climate change and hominid evolution. Field trips. Prerequisite, Geosciences 211, 222 or consent of instructor. One-half credit.

500F-501S Senior Project.

A two-term course during which concentrators pursue an independent project and give a public presentation of their results. Proposals for projects must be accepted in the spring semester of the student's junior year. 501 may not be taken as a separate course. One course credit for 500 and one-half credit for 501. The Program.

Geosciences

Faculty

Todd W. Rayne, *Chair*

David G. Bailey

Cynthia R. Domack

Barbara J. Tewksbury

A concentration in Geosciences consists of 9.5 units of credit in Geosciences and a two-course sequence in a supporting science, including one course in Principles of Geoscience (101 to 122), 209, 211 or 222, 220, 230, 290, 510-511 and two other courses in Geosciences numbered 200 or higher. The sequence of two courses in one of the supporting sciences consists of Chemistry 120 and a second chemistry course numbered 190 or above, Physics 100 and 105 or 190 and 195, Math 113 and 114, Computer Science 110 and 111, or Biology 101 and 102. The supporting science requirement must be discussed with the departmental supporting science advisor at time of declaration of concentration and should be completed before the start of senior year. A Senior Project is required (510-511) for the concentration, and a complete description of the program is available from the chair. All concentrators, especially those planning a career in the earth and environmental sciences, should take additional courses in chemistry, mathematics, physics, computer science and biology according to the student's interests. Departmental honors will be awarded on the basis of excellence in coursework, a superior Senior Project and completion of two additional courses in the supporting sciences as listed above.

A minor consists of a course in Principles of Geoscience and four units of credit in other courses at the 200 level or above that are approved by the department.

Students interested in careers in oceanography should consider concentrations in chemistry or mathematics with supporting courses in geology including 112, 210, 211, 220, 222, 241, 320 and 370 and Biology 213. Students interested in careers in meteorology should consider concentrations in physics or mathematics with supporting courses in geology including 112, 210, 222, 240 and 285 and Chemistry 265.

A small number of seats for juniors and seniors are reserved in some of our 100-level courses.

[101S] Principles of Geosciences: Earth Resources and the Environment.

A study of Earth's mineral deposits and energy resources, their distribution, origin, economic significance, and the environmental impact of their extraction and consumption. Field trip. Not open to students who have taken any other course in Principles of Geology. Maximum enrollment 24. Bailey (Quantitative and Symbolic Reasoning.) Maximum enrollment, 24.

103F Principles of Geoscience: Geology and Human Events in North Africa and the Middle East.

An interdisciplinary study exploring the influence of environment, water resources, climate change and bedrock geology of North Africa and the Middle East on prehistory, history, international relations and prospects for the future. Special emphasis on developing GIS skills. (Quantitative and Symbolic Reasoning.) (Oral Presentations.) (Proseminar.) Three two-hour class sessions per week. Required field trip to the Adirondack region. Not open to students who have taken any other course in Principles of Geoscience. (Same as Africana Studies 103.) Maximum enrollment, 15. Tewksbury.

[Fall 2009 01](#) (Tewksbury B)

[Fall 2012 01](#) (Tewksbury B)

[105F] Principles of Geoscience: Wilderness, Globalization, and Environmental Change.

An introduction to Earth systems with an emphasis on those processes of global change that are most easily detected over wilderness areas. Topics include recognition of the effects of global warming, ozone depletion and over-utilization of resources in areas such as Amazonia, Patagonia, Antarctica, Greenland, Australia, Alaska, Tibet and several oceanic islands. Also considers the role of wilderness in society. (Quantitative and Symbolic Reasoning.) Three hours of class and two hours of laboratory with required Saturday field trip. Not open to students who have taken any other course in Principles of Geoscience.

110F Principles of Geoscience: Geology and the Environment.

An introduction to the principles of geology as applied to current environmental issues such as solid waste disposal, consumption of conventional and alternate energy resources, and utilization of our natural resources. (Quantitative and Symbolic Reasoning.) Three hours of class and one hour of laboratory or field trip. Not open to students who have taken any other course in Principles of Geoscience. Maximum enrollment, 24. Rayne.

112S Principles of Geoscience: Ocean Science.

An introduction to the physical, chemical and biological nature of the marine environment. Topics include marine geology, seawater composition, atmosphere/climate, ocean circulation, waves, tides, coastal processes, life in the sea, ocean resources and marine pollution. (Quantitative and Symbolic Reasoning.) Three hours of class and two hours of laboratory. Not open to students who have taken any other course in Principles of Geoscience. Maximum enrollment, 24. C Domack.

[116S] Principles of Geoscience: Introduction to Forensic & Medical Geology.

The history and development of the emerging disciplines of forensic and medical geology. Emphasis on understanding the properties of Earth materials (rocks, minerals, soils, fluids, etc.) and learning what happens when humans interact with these materials. Students will examine real case studies in forensic geology and will learn some of the analytical techniques used in these investigations. Also examines public health issues related to human exposure to materials in the natural environment (e.g. asbestos, lead, radon). (Three hours of class and two hours of laboratory). (Quantitative and Symbolic Reasoning.) (Oral Presentations.) Not open to students who have taken any other course in Principles of Geoscience. Maximum enrollment, 24.

[117F] Principles of Geoscience: Sea Level and Environmental Change.

An investigation into the evolution of our oceans highlighting tectonic and climatic controls on global and local sea levels; topics include time frames of change, sea-level proxies and geologic dating methods. Not open to students who have taken any other course in Principles of Geoscience. (Quantitative and Symbolic Reasoning.) Maximum enrollment, 24.

[120S] Principles of Geoscience: Geohazards: Our Violent Earth.

This course explores the range of physical processes responsible for generating environmental hazards (earthquakes, volcanoes, severe weather, etc.), investigating controls on their occurrence and the degree to which human-landscape interactions influence their environmental impact. Not open to students who have taken any other course in Principles of Geoscience. Maximum enrollment, 24. Mattheus. (Quantitative and Symbolic Reasoning.) Maximum enrollment, 24.

[121S] Principles of Geoscience: The Geology of New York: Beyond the Blue Lines.

The geologic history of New York is almost as diverse and interesting as the people who live there. The lands within the Adirondack and Catskill parks (delineated by blue lines on maps), beautifully illustrate the rich geologic history of eastern North America. This course is an introduction to the dynamic systems that shape the Earth, emphasizing how various processes have interacted through time to sculpt the Earth, using the modern landscape of New York as a primary example. Three hours of class and one hour of laboratory. Field trips. (Quantitative and Symbolic Reasoning.) Not open to students who have taken any other course in Principles of Geoscience. Maximum enrollment, 24.

[122] Principles of Geoscience: Geology in the Field.

A field-intensive introduction to scientific inquiry with an emphasis on the relevance and importance of geology to society. Students will examine relationships between the geologic and physiographic features of Central New York and patterns of historical settlement and development. Not open to juniors or seniors. Maximum enrollment, 22.

[201S] Seminar on Iceland.

An interdisciplinary study of Iceland focusing on geologic features, history and literature of Iceland, and connections between human events and the natural environment of Iceland. One-and-one-half hours per week. One-half credit. Prerequisite, Principles of Geoscience. Only open to students also taking 202. Maximum enrollment, 20.

202S Iceland Field Study.

A field study of the volcanic, glacial and tectonic features of Iceland with emphasis on the interaction of volcanic, glacial and tectonic processes. Three-week intensive field study in Iceland. Prerequisite, Principles of Geology. Concurrent registration in 201 required. Extra cost. One-half credit. Maximum enrollment, 20. Tewksbury.

[204Su] Northern Rocky Mountains Field Study.

A two-week intensive field study of the volcanic, tectonic, and glacial features of southwest Montana, northwest Wyoming, and eastern Idaho. Field work will emphasize regional geology, environmental issues, and natural history. Prerequisite, Principles of Geology. Extra cost. One-half credit. Maximum enrollment, 16. Prerequisite, Principles of Geology. Maximum enrollment, 16.

206F Seminar on the Geology of Egypt.

A multi-institution seminar course to prepare American and Egyptian students and faculty for NSF-funded geologic field research in Egypt in December 2013 and January 2014. Seminar will include bedrock geologic mapping using satellite imagery, background work to prepare for field geophysical studies, and, for the Americans, practice in traveler's Arabic. One credit. Open to those participating in NSF-funded research expedition to Egypt or by permission of the instructor. Topics vary; may be repeated for credit. (Quantitative and Symbolic Reasoning.) (Oral Presentations.) Maximum enrollment, 12. Tewksbury.

209S Hydrogeology.

The study of surface water and groundwater, with emphasis on groundwater. The influence of geologic materials on groundwater flow, an introduction to groundwater hydraulics and groundwater/surface water interactions. Basic hydrogeologic field methods introduced in the laboratory section. Three hours of class and three hours of laboratory with field trips. (Quantitative and Symbolic Reasoning.) Prerequisite, Principles of Geoscience. Maximum enrollment, 24. Rayne.

[210S] Glacial Geology.

A survey of the distribution and dynamics of the Earth's cryosphere, theories of global climate change, and processes and products of glacial erosion and deposition. Marine record of glacial events and glacial periods throughout Earth's history. Three hours of class and two hours of laboratory with field trips. (Quantitative and Symbolic Reasoning.) Prerequisite, Principles of Geoscience. Maximum enrollment, 24.

[211S] Sedimentary Geology.

A study of the genesis and diagenesis of clastic, carbonate, evaporite and other important sediments and rocks. Emphasis on fluid

dynamics of grain transport, facies architecture, seismic stratigraphy and paleoclimatic/ tectonic significance of depositional sequences. Three hours of class and three hours of laboratory with field trips. (Quantitative and Symbolic Reasoning.) Prerequisite, Principles of Geoscience. Maximum enrollment, 24.

212S Global Warming: Is the Day After Tomorrow Sooner than We Think?.

Investigates the historical/political/geographic context for our hydrocarbon economy, the scientific and economic debate behind global warming, the social and ecological consequences of action or inaction regarding greenhouse gas emissions and the role of public policy and international relations in global environmental change. Prerequisite, One semester of science. Not open to students who have taken Environmental Studies/Geoscience 221. May count toward a concentration in environmental studies. (Same as Environmental Studies 212 and Government 212.) Maximum enrollment, 25. C Dash.

[218F] Industrial Ecology.

The science of sustainability. Using a variety of tools students will assess the total environmental impact associated with the manufacturing, use and disposal of a variety of common consumer goods. Key concepts to be introduced include life-cycle analysis, eco-design, product stewardship, product dematerialization, industrial metabolism and industrial symbiosis. Popular strategies for reducing the environmental burden of industrial activities will also be examined. (Proseminar.) Prerequisite, any 100-level course in science, government or economics. May not be counted toward the concentration or the minor in biology. (Same as Biology 218 and Environmental Studies 218.) Maximum enrollment, 24.

220F Mineralogy.

An introduction to crystallography, crystal chemistry and optical mineralogy. Identification of minerals by physical, optical and X-ray diffraction techniques. Six hours of class/laboratory with field trip. (Quantitative and Symbolic Reasoning.) Prerequisite, Principles of Geoscience. Maximum enrollment, 24. D Bailey.

[Fall 2007 01](#) (Bailey D, Bailey D)

[222F] Earth's Climate: Past and Future.

Introduction to the science of paleoclimatology through the examination of climate dynamics and the stratigraphy of past climate changes across various time scales. Use of geochemical, biological and physical proxies for changes in the Earth's ice, ocean, atmospheric and lithospheric systems. One required weekend field trip. (Quantitative and Symbolic Reasoning.) Prerequisite, Principles of Geoscience. Maximum enrollment, 22.

230S Structural Geology.

A study of the origin, development and study of macroscopic and microscopic structures in deformed rocks. Field, graphical, laboratory and GIS techniques used in mapping and studying deformed rocks. Six hours of class/laboratory with field trip. (Quantitative and Symbolic Reasoning.) Prerequisite, Principles of Geoscience. Maximum enrollment, 22. Tewksbury.

[Spring 2006 01](#) (Tewksbury B)

[235S] Geomorphology.

The Earth's surface offers an enormous variety of shapes and patterns owing to the dynamic interactions of climate, tectonics, and local geology. This course offers an introduction to the study of Earth surface processes and landforms through descriptive and quantitative analysis of the fluvial, glacial, and eolian processes that act to sculpt the Earth's surface and which hold clues to changes in the Earth's climate and tectonic activity. Three hours of class and two hours of laboratory. Field trips. (Quantitative and Symbolic Reasoning.) Prerequisite, Principles of Geoscience. Maximum enrollment, 24.

236F Soils and the Environment.

A study of the formation, classification, utilization and environmental significance of soils. Frequent local field trips. Three hours of class and two hours of laboratory. (Quantitative and Symbolic Reasoning.) Prerequisite, Principles of Geoscience. Maximum enrollment, 24. Rayne.

[240F] Meteorology.

A study of the atmospheric environment. Topics include the Earth's atmosphere, temperature, humidity, condensation, cloud development, precipitation, winds, air masses, storms and climate. Three hours of class and three hours of laboratory/discussion. (Quantitative and Symbolic Reasoning.) Prerequisite, Principles of Geoscience. Maximum enrollment, 24.

[241S] Plate Tectonics.

Study of modern plate interactions, tectonic evolution of the Earth's crust, deep earth structure and regional tectonic analysis, with an emphasis on the contributions of geophysics to an understanding of plate tectonics. (Writing-intensive.) (Quantitative and Symbolic Reasoning.) Prerequisite, Principles of Geoscience. Four hours of class. Maximum enrollment, 20.

[243S] Rivers: Connecting Landscapes.

Rivers are the primary link between continents, the coast, and the deep sea. This course looks at how climate, sea level, and humans influence river morphology, sediment transport, and deposition. Three hours of class and two hours of laboratory/discussion. (Quantitative and Symbolic Reasoning.) Prerequisite, Principles of Geoscience.

260S Geomicrobiology.

Interaction of microbes and minerals from early in Earth's history to the present day. Emphasis on the diverse habitats of bacteria and archaea, mineral biogenesis and dissolution, and the roles that microorganisms play in geochemical cycles. Special topics will include geochemical influences on microbial evolution and community structure, life in extreme environments and the role of

geomicrobiology in restoration of contaminated environments. Three hours of class and two hours of laboratory/discussion. Required weekend field trip. Prerequisite, Biology 102 or 115, or Principles of Geoscience or consent of instructor. (Same as Biology 260.) The Department.

[Spring 2007 01](#) (McCormick M)

[262S] Geomicrobiology of Antarctica.

The habitats of bacteria and archaea in Antarctica and the roles that these microorganisms play in geochemical cycles. Particular emphasis on the adaptations of microbes to the extreme environmental conditions of Antarctica. Special topics will include geochemical influences on microbial evolution and community structure, biogeography of microbes and life in extreme environments Prerequisite, Either an introductory course in Biology (101, 102 or 115) or Principles of Geoscience. One semester of chemistry is desirable but not required. 0.5 credit (Same as Biology 262.)

[275] Origins of Natural Systems.

An overview of the origin of the universe, solar system, Earth and Earth systems. Particular emphasis on the application of geochemistry and isotope systematics to understanding the origin of matter, the formation and differentiation of the Earth, the development of plate tectonics and the origin of the oceans, atmosphere and life. (Writing-intensive.) (Quantitative and Symbolic Reasoning.) (Oral Presentations.) Prerequisite, Principles of Geosciences. Maximum enrollment, 20.

[286F] Hydrocarbon Geology and Economics.

This half credit course will examine aspects of hydrocarbon occurrence including the characteristics of source rocks, maturation, migration, and reservoir properties. Aspects of exploration, development, production and marketing will be integrated within the economic framework of the petroleum industry, government regulation, and environmental costs. International frontier basin plays will also be examined. (Quantitative and Symbolic Reasoning.) Prerequisite, any Principles of Geoscience course. One-half credit. Maximum enrollment, 24.

290F Paleontology.

A study of the history of life, evolution and the fossil record. Topics include the general principles of paleontology, nomenclature, taxonomy, identification techniques, fossilization processes, plants, microfossils, invertebrates and vertebrates. Three hours of class and three hours of laboratory with field trips. Prerequisite, Principles of Geoscience. (Same as Biology 290.) Maximum enrollment, 24. C Domack.

[295Su] Geology of Tasmania.

A three-week field excursion to the island state of Australia with a focus on the geology, botany and natural history of the region. Field work will emphasize geology of the southern continents, economic resources and wilderness conservation. Includes a one week trip to the Great Barrier Reef. Extra cost. One credit. Prerequisite, Principles of Geoscience. Offered as part of Hamilton's participation in the International Antarctic Institute. (Quantitative and Symbolic Reasoning.) Prerequisite, any Principles of Geoscience course. Registration by permission of instructor only. Maximum enrollment, 10.

[297S] Planetary Geology and Remote Sensing.

The geology of the planetary bodies of our solar system, including the history and future of solar system exploration and the applications of planetary studies to understanding the geology of the Earth. Emphasizes work with planetary images and planetary GIS. Three hours of class and one hour of laboratory/discussion. (Quantitative and Symbolic Reasoning.) Prerequisite, Principles of Geoscience. Maximum enrollment, 15.

[309F] Advanced Hydrogeology and the Environment.

Advanced topics in hydrogeology, including geochemical principles, an introduction to contaminant transport, computer modeling of groundwater flow and studies of landfills, hazardous waste sites and other environmental problems. Three hours of class and two hour lab/discussion with field trips. (Quantitative and Symbolic Reasoning.) Prerequisite, 209. Maximum enrollment, 24.

310S Igneous and Metamorphic Petrology.

A study of the mineralogy, chemistry, origin and evolution of igneous and metamorphic rocks. Emphasis on the physical and chemical processes involved in their formation. Six hours of class/laboratory with field trip. (Quantitative and Symbolic Reasoning.) Prerequisite, 220. Maximum enrollment, 24. D Bailey.

[312S] Volcanology.

An examination of active volcanic processes on Earth through focused case studies and laboratory based projects. Emphasis placed on the physical and chemical processes involved in the origin and evolution of volcanic systems. Three hours of class and three hours of laboratory. Field trip. Prerequisite, Geosciences 220. Maximum enrollment, 24.

[320F] Micropaleontology.

Advanced study of microscopic fossils including radiolaria, diatoms, foraminifera, ostracodes, calcareous nannoplankton, silicoflagellates, dinoflagellates, spores and pollen. Emphasis on morphology, preservation and paleoenvironmental applications. Three hours of class and two hours of laboratory. Prerequisite, 290.

[344] Environmental Remote Sensing.

Course allows students to examine the remote measurement of the earth's surface, cryosphere, and ocean processes via case studies of key environmental monitoring and observation platforms. Students will gain practical skills and theoretical knowledge of : GRACE, RADARSAT, SEAWIFS, continuous Ground Positioning Stations (cGPS), and Automated Weather Stations (AWS),

as well as Remotely Operated Vehicles (ROV), Autonomous Underwater Vehicles (AUV), multibeam, and other platforms. (Quantitative and Symbolic Reasoning.) Prerequisite, Two courses in Geosciences at the 200 level or above. Maximum enrollment, 24.

352F Scanning Electron Microscopy and X-Ray Microanalysis.

Theory, practice and application of the scanning electron microscope and energy dispersive X-ray microanalysis to selected research projects. Prerequisite, Two laboratory courses in science. (Same as Biology 352). Open to juniors and seniors with consent of instructor. Bart.

[360S] Quaternary Geochronology.

Examines the development and application of dating techniques that are appropriate over the last five million years, including dendrochronology ^{210}Pb , radiocarbon, Uranium-series, paleomagnetic, thermoluminescence and cosmogenic surface exposure dating. Examples drawn from geologic and archaeological contexts that are important to climate change and hominid evolution. Field trips. Prerequisite, 211, 222 or consent of instructor. One-half credit.

[370F] Coastal Geology and Environmental Oceanography.

Advanced study of coastal marine processes with an emphasis on environmental issues and case studies. (Writing-intensive.) (Quantitative and Symbolic Reasoning.) Prerequisite, one 200-level course in geosciences. Four hours of class. Maximum enrollment, 20.

[375S] Origins of Natural Systems.

An overview of the origin and evolution of the universe, solar system, Earth and Earth systems. Particular emphasis will be placed on the application of geochemistry and isotope systematics to understanding the origin of matter, the formation and differentiation of the Earth, the development of plate tectonics and the origin of the oceans, atmosphere and life. (Writing-intensive.) (Quantitative and Symbolic Reasoning.) Prerequisite, four hours of class, two 200-level courses in geosciences or consent of instructor. Maximum enrollment, 20.

380S GIS for Geoscientists.

Introduction to basic concepts in computer-based GIS emphasizing hands-on practice in portraying and analyzing spatially referenced data sets to produce a variety of types of digital products and to solve geologic problems. Practice using data from multiple sources, including data downloaded from online sources, field-collected data and published map data. Emphasis on mastery of basic skills and techniques using ESRI ArcGIS software. (Quantitative and Symbolic Reasoning.) Prerequisite, any course in geoscience that addresses GIS or permission of the instructor. During junior and senior class pre-registration, open only to geoscience concentrators. Maximum enrollment, 13. Tewksbury.

390F Advanced Paleontology: Special Topics in Paleobiology and the Fossil Record.

Advanced topics in paleontology including exceptional preservation, microfossils, plant lagerstätte, mass extinctions, invertebrate assemblages, and extraordinary vertebrate fossil sites. Three hours of class and one hour of laboratory. Prerequisite, Geoscience 290. Maximum enrollment, 24. Cynthia Domack.

510-511F,S Senior Project.

A two-term course during which concentrators pursue an independent project and present the results to the department. Proposals must be accepted in the spring semester of the student's junior year. 511 may not be taken as a separate course. One course credit for 510 and one-half credit for 511. The Department.

German Studies

Faculty

Joseph T. Malloy
Edith Toegel (S)

Frank Bergmann

German studies is an interdisciplinary concentration focusing on the language, literature, culture, historical development and politics of German-speaking countries. The concentration in German studies consists of nine courses. Beginning with the class of 2013, the concentration must include GRMN 310 (or equivalent from study abroad), A 400-level German seminar, GRMN 500 (Senior Project) and six courses from the list of approved courses. No more than three courses from departments outside of German may be counted. The Senior Project must incorporate German language sources and may be written in English or German. To attain honors students must have an average of A- or better in all coursework for the concentration, including the Senior Project. The German program also offers beginning German language (110, 120), but only courses numbered 130 or above count toward the concentration. Semester- or year-long study abroad in a German-speaking country is strongly encouraged.

A German studies minor consists of five courses. Fifth-semester language proficiency (200) and one course in translation are required.

The following courses may be counted toward the concentration. With consultation of the department adviser, other courses might be considered.

German language and literature courses: 130, 140, 200, 310, 320

German literature courses in translation: 135, 175, 176, 180, 185, 186, 187

Other core courses (course specific prerequisites must be observed):

GOV 214 Politics in Western Europe

GOV 291 International Political Economy

GOV 355 The European Union in World Affairs

HIST 117 Europe since 1815

HIST 128 Europe in the Age of Two World Wars

HIST 212 Modern Germany: 1789 to the Present

HIST 218 Twentieth-Century Europe: The Age of Two World Wars

HIST 314 Nazi Germany

MUS 252 Music in Europe 1600 to 1900

PHIL 431 Seminar in the History of Philosophy: Kant's Critical System

PHIL 463 Seminar in Metaphysics: Nietzsche

110F First-Term German.

Introduction to the German language. Exercises in aural comprehension, speaking, reading and writing reinforced by short cultural and literary texts. No previous knowledge of German required. Four hours of class, with additional drill sessions and laboratory work. Malloy.

[115S] German Immersion.

Designed for motivated students who wish to accelerate their knowledge of German. Intensive study of all aspects of beginning language acquisition. Successful completion will allow students to place into GER 130 (third term German). Students who follow the sequence through GER 140 will qualify for study abroad. Two course credits. Three 50 minute and two 75 minute classes a week.

120S Second-Term German.

Continued development of German grammar and its use in aural comprehension, speaking, reading and writing. Readings in literature and culture supplemented with video recordings. Three hours of class, with additional sessions and laboratory work. Malloy.

130F Third-Term German.

Review of grammar, syntax and conversational techniques through work in aural comprehension, speaking, reading and writing. Literary texts supplemented with realia (such as news stories German songs, videos). Three hours of class. Malloy.

140S Introduction to German Literature and Culture.

Continued development of German grammar and vocabulary with cultural and literary texts, including works by Kafka, Dürrenmatt and Brecht, and song texts by contemporary Liedermacher. Practice in oral and written work. Prerequisite, 130 or

consent of instructor. Taught in German. Malloy.

[175] German Culture of the Eighteenth-Twentieth Centuries.

Combines literary representation of important periods of German culture with cinematic representation of that period. Covers the late 18th century with its intellectual problem of Faust and the rise of Prussia politically (*Minna von Barnhelm*), 19th-century Romanticism and its dissolution of the self in art (*The Golden Pot*), turn-of-the-20th-century malaise (*Young Torless*) to mid-20th century political and social issues (*White Rose, Divided Heaven*) and divided loyalties (*Le Coup de Grace*). Taught in English.

176F Death or Dishonor.

Major German plays of the late 18th and early 19th centuries in English translation. Plays include G. E. Lessing's *Minna von Barnhelm* and *Emilia Galotti*, Goethe's *Egmont* and *Iphigenia at Tauris*, Schiller's *Intrigue and Love* and *Maria Stuart*, and Kleist's *Prince Friedrich von Homburg* and *Penthesilea*. Schiller's theory of the drama in the Aesthetics and Naïve and Sentimental poetry. Taught in English. Malloy.

[180] Unreal Stories.

A survey of German ballads, singspiele and narrative texts including representative works from the medieval age, the 18th and 19th centuries, and the modern age. Texts include "The Song of the Nibelungen" (considered both as a prose work and in its Wagnerian incarnation), fairy tales of the Brothers Grimm, Schubert's settings of Goethe's ballads and Kafka's "Metamorphosis." Works read not only as literary documents but as indices of the cultural, sociological and political development of German-speaking lands. Taught in English.

[185] The Faust Legend.

Study of the Faust legend and how it has been adapted over the centuries. Topics include the origins of Faust in the 15th century in its factual (Paracelsus and Johann Faust) and spiritual (alchemy and astronomy) dimensions; the Faustbook of 1587; Marlowe's adaptation of the Faust story (*The Tragical History of Dr. Faustus*); Goethe's Faust (*The First Part of the Tragedy*); operas by Gounod (*Faust*) and Boito (*Mefistofele*); the film *Mephisto* by H. Mann/Szabò; and T. Mann's *Doctor Faustus*. Taught in English.

[186] The German Romantic Age.

On the heels of the German neo-classical age, Romantic authors sought freedom from constraints imposed by mere rational thought. Experimenting with form and content, they pushed the boundaries of the acceptable to the breaking point. Readings of their works, in English, include short stories by Tieck, Brentano, E.T.A. Hoffman, Goethe, de la Motte-Fouque; novels by Novalis, Eichendorff and Bettina von Arnim; and the theory of the romantic age as developed by A. W. Schlegel and others. Taught in English.

[187] Goethe and Beyond.

Study of the Age of Goethe in the 18th and 19th centuries and how neo-classical thought has influenced thinking since then. Works include Goethe's novels *Werther* and *Wilhelm Meister*, plays by Goethe (*Berlichingen, Egmont* and *Torquato Tasso*), Schiller's political tragedies (*Mary Stuart, Don Carlos, the Wallenstein* trilogy) and will include discussion of later adaptations of these works as operas by Donizetti and Verdi. Taught in English.

200F Topics in Advanced Reading and Writing.

Close reading of shorter texts, advanced grammar review and extensive writing exercises. Texts focus on contemporary Germany. Designed for students who have had two years of German or equivalent. Taught in German. (Writing-intensive.) Prerequisite, 140 or consent of instructor. Maximum enrollment, 20. Malloy.

[250] Goethe and T Mann.

Investigates the link between the writings of Johann Wolfgang Goethe (1749-1832) and Thomas Mann (1875-1955), two major German authors. Mann considered himself the in-heritor of Goethe's perspective and strove to emulate his understanding of Goethe. Reading major works of Goethe, such as *Götz von Berlichingen, Wilhelm Meister's "Apprenticeship,"* and *Wilhelm Meister's "Journeyman Years,"* we shall compare them to Thomas Mann's (1875-1955) works, in particular "The Magic Mountain," "Doktor Faustus" and numerous shorter works, for their aesthetic, political and social influences on Germany. Prerequisite, any 100-level literature course. Taught in English.

310S From Goethe to Grass: Survey of German Literature.

Study of major writers and literary movements from the 18th century to today, including authors from Germany, Austria and the former GDR. Works will include poetry, drama and short prose. Designed as preparation for upper-level literature seminars. Taught in German. (Writing-intensive.) Prerequisite, 200 or consent of instructor. Required course for German concentrators. Maximum enrollment, 20. Toegel.

[320] Topics in German Literature.

Topic for 2010: Berlin and Vienna. Much alike and yet so different, the course focused on the rich cultural heritage of the two major German speaking centers, Berlin and Vienna. Representative works of major Austrian and German writers from the 19th to the 21st centuries examined the social and cultural developments and traced the socio-historic context in which these works are situated. Taught in German. Prerequisite, 200, 310 or consent of instructor.

[420] From Empire to Republic: Twentieth-Century German Literature.

Study and analysis of works spanning the era from 1871 to the beginning of the Second World War. Selections focus on literary and cultural changes including the Jahrhundertwende and the Weimar Republic. Authors include Fontane, Hauptmann, Trakl, Hofmannsthal, George, Schnitzler and Mann. Taught in German. Prerequisite, 310 or consent of instructor.

[440] Modern Literature of the German-Speaking Countries.

Study of post-1945 literature with focus on Austria, the emergence of two contrasting Germanies, and the Neuanschluss leading to unification. Texts by Bachmann, Bernhard, Böll, Grass, Seghers, Wolf and others. Taught in German. Prerequisite, 310 or consent of instructor.

500S Senior Project.

A senior thesis required of all concentrators in the department. Open to concentrators only. Toegel.

Government

Faculty

Robert W.T. Martin, *Chair*
Frank M. Anechiarico
Alan W. Cafruny
Peter F. Cannavó
Johnnie Carson
Gbemende Johnson
Philip A. Klinkner
Charlotte P. Lee
Omobolaji Olarinmoye
Stephen W. Orvis
Sharon W. Rivera
Heather Sullivan
Calin Trenkov-Wermuth
Edward S. Walker, Jr.
Joel Winkelman
P. Gary Wyckoff
Ishan Yoshi

Special Appointment

George D. Baker
David W. Rivera
Frank C. Vlossak

The department offers concentrations in government, world politics and public policy as follows:

GOVERNMENT

A concentration in government consists of 10 courses: 116, 117 and either 112 or 114, with at least one of these being writing-intensive, and seven additional courses at the 200 level or above. Of these seven courses, at least two must be in international relations or comparative politics, at least two must be in American politics or political theory, at least two must be at the 300 level, and one must be the Senior Project (550). A minor in government consists of five courses, with at least two of these at the 200 level or above.

Honors in government or world politics requires a GPA of 3.6 in the major by the end of the sixth semester, maintaining that average at graduation, and the successful completion of 549 and 551.

WORLD POLITICS

The world politics major involves the study of politics on a global scale, including both international relations and politics within nations. In order to understand the complex interplay of international and national politics, all world politics majors study the philosophical and moral bases of various political systems; the history of the modern international system; the political economy of global power and wealth; and the key issues for U.S. foreign policy. To achieve this understanding, all world politics majors are required to take a total of 11 courses, including the following core courses: 112, 114, 117 (one of which must be writing-intensive); 290 and 291; and 550. Students complete the major by focusing either on a particular region of the world (Africa, Asia, Latin America, Middle East, Russia and Eastern Europe, Western Europe) or a thematic topic (poverty and inequality in world politics, democratization, international law and organization, international security, politics of the global economy, nationalism and identity in global politics). In consultation with their advisor, students will select five related courses in their area or theme from a variety of departments. One of these must be at the 300 level in government. For students focusing on a region of the world, one of the five courses must be in an appropriate language at the fourth-semester level or above. Students may also design their own thematic track with the advice and consent of their advisor. The advisor will approve each student's course list after the major is declared.

PUBLIC POLICY

See the public policy section in this catalogue.

The Term in Washington Program, offered each semester, combines regular academic study with the experience and understanding gained by working in congressional and executive offices. Four credits are awarded toward graduation, two of which (325 and 327) count toward a concentration in government, and up to two may be counted toward a concentration in world politics or public policy. It is useful to have some background in the operations of the American federal government, so Government 116 (American Political Process) or its equivalent is strongly advised, but the program has no fixed prerequisite and is open to students majoring

in any concentration offered by the College. It is also open to selected students from other colleges.

201S Introduction to Feminist Thought.

An interdisciplinary examination of the history and contemporary practice of feminist thought. Topics include the history of feminist thought in Western culture, the broadening and complication of that canon to include examinations of race, class, gender, sexuality, ableism and ageism, and the implications of global feminist thought. (Writing-intensive.) Prerequisite, 101 or consent of instructor. (Same as Women's Studies 201 and Government 201.) Maximum enrollment, 20. Lacsamana.

212S Global Warming: Is the Day After Tomorrow Sooner than We Think?.

Investigates the historical/political/geographic context for our hydrocarbon economy, the scientific and economic debate behind global warming, the social and ecological consequences of action or inaction regarding greenhouse gas emissions and the role of public policy and international relations in global environmental change. Prerequisite, One semester of science. Not open to students who have taken Environmental Studies/Geoscience 221. May count toward a concentration in environmental studies. (Same as Geosciences 212 and Environmental Studies 212.) Maximum enrollment, 25. C Dash.

230F Data Analysis.

How can we tell whether providing child care will encourage more welfare recipients to work? How do we know whether tougher drunk-driving laws will reduce accidents? This course explains how social scientists try to determine the truth about public issues. Topics covered include descriptive statistics, sampling distributions, hypothesis testing and regression, with a focus on how those tools are used in public policy debates. Mathematical formulae are kept to a minimum, and the intuition behind statistical procedures is emphasized. (Quantitative and Symbolic Reasoning.) Not open to students who have taken Economics 265. Wyckoff.

239S Native Rituals and Religious Freedom.

Is American religious freedom a reality, an unfinished project, or merely a myth? This course explores how Native Americans have struggled for religious freedom in the United States, focusing on contemporary legal battles to protect sacred lands, repatriate ancestral remains and objects, and defend the ceremonial consumption of peyote. (Writing-intensive.) (Same as American Studies 239 and Religious Studies 239.) Maximum enrollment, 20. Seth Schermerhorn.

247F The Pursuit of Happiness.

What is human happiness? What factors increase or decrease it? Why are some countries and cultures happier than others? How can government policies promote happiness? This course considers: -- the nature of happiness from the major philosophical traditions, --the cognitive biases that impede our ability to maximize happiness, --the empirical literature on subjective well-being from the fields of economics, political science, and psychology, --recent trends in capitalist societies and their effects on happiness, and --government policies that might improve human happiness. (Quantitative and Symbolic Reasoning.) Prerequisite, One course in statistics, from any discipline. (Same as Public Policy 247.) Wyckoff.

[362F] Seminar on Mexico.

Long-term processes of social change and political upheaval in Mexico. Topics include the formation of Mexican society, class structure, poverty, population trends, ethnic conflict, religion, popular culture, political elites, democratization, international migration, development strategies and globalization. (Writing-intensive.) Not open to first-years, except with consent of instructor. (Same as Sociology 362.) Maximum enrollment, 12.

549F Honors Seminar.

Seminar in which honors candidates in world politics, government and public policy will begin their senior honors thesis. Includes common reading on key issues in political science and research methodology. Prerequisite, GPA of 91 in the major (88 for public policy) and consent of the department. Anecharico and Orvis.

550S Senior Project.

A senior project required for concentrators in the department who are not pursuing honors. Prerequisite, one 300-level course in government. Open to concentrators only. Lehmann, Cafruny, Martin, Klinkner, Olarinmoye and Trenkov-Wermuth.

551S Senior Honors Thesis.

Requires a 90 GPA in government courses by the end of a student's seventh semester and consent of the 549 advisor. The Department.

American Politics

116F,S The American Political Process.

Introduction to the study of American national institutions, the public policy-making process and, in general, the distribution of political power in American society. (Writing-intensive.) (Proseminar.) Open to juniors and seniors with consent of instructor only. Proseminar and writing-intensive in the Spring. Maximum enrollment, 16. Johnson (Fall); TBA (Spring).

[Spring 2006 03](#) (Mariani M)

[205] Political Psychology.

Political psychology is the intersection of motivation and politics, how we explain collective behavior. Concentrates on the origins of collective violence, addressing the psychology of belief, ideology and organizations in human aggression and war. Because

political psychology deals with nuanced and often visceral concepts such as values, culture and hatred, the course includes a weekly film series in addition to texts. The first session each week will revolve around assigned readings; the second session will synthesize these ideas with a film shown the previous night. Prerequisite, 112 or 116.

208F Political Parties and Elections.

Analyzes the development of, and current theories regarding, political parties and elections in American politics. Topics include theories of party realignment, voting behavior, party composition and behavior, and the relationship between parties and elections and democracy. Covers both presidential and congressional elections. Prerequisite, 116 or consent of instructor. Klinkner.

209S Political Oratory.

Examines examples of American political rhetoric from historical, political and rhetorical standpoints. In addition, students will learn how to write and give their own political speeches. (Writing-intensive.) (Oral Presentations.) Prerequisite, GOVT116 or consent of instructor. Maximum enrollment, 12. Klinkner.

[210F] Interest Groups.

Analysis of the role of interest groups in American democratic theory and practice, including the history and regulation of interest groups, organizational creation, maintenance and change. Techniques of influence and issues of reform, including lobbying and campaign finance. Prerequisite, 116.

219F Congress & Legislative Politics.

Examination of the politics and behavior of the legislative branch of government, including constitutional arrangements, elections, institutional structures and political parties. Analysis of congressional decision-making in foreign and domestic policy. Prerequisite, 116. Klinkner.

221F The American Presidency.

Examines the nature and influence of the executive branch in American politics, including constitutional arrangements, elections, institutional structures and political parties. Analysis of presidential leadership and decision-making in foreign and domestic policy. Prerequisite, GOVT 116. Not open to student who have taken 328. Milstein.

223F Presidential Nomination Politics.

Examines the development and dynamics of the presidential nominating system, with emphasis on the role of parties, fundraising, and the media. The course will also examine the delegate allocation process and the role of the Iowa caucuses and the New Hampshire primary. Prerequisite, Govt 116. First-years with permission of the instructor. One-half credit course. Klinkner.

224F Presidential Nomination Campaign Fieldwork.

Students will complete 2 weeks of volunteer work for a presidential nominating campaign in either Iowa or New Hampshire over winter break. In addition to their campaign work, students will keep a log of their activities and write a 20-page paper relating their campaign experiences to the academic literature on presidential nominations. Prerequisite, Govt 223. First-years with permission of instructor. One-half credit course. Klinkner.

225S Courts and Judicial Process.

A survey of the American judicial system. An examination of federal and state courts, and the structure of the American judicial system. Analysis of how courts interact with the public and other government institutions, and the influences on judicial decision-making. Topics also include judicial federalism, criminal and civil procedure, judicial activism, and judicial policy-making. Prerequisite, GOVT 116. Johnson.

[227] State and Local Politics.

Analysis of politics in American states and localities, including elections, party systems, political institutions and policymaking. Perspectives on federalism. Prerequisite, 116.

241S Survey of Constitutional Law.

Analysis of constitutional doctrines through major cases. Function of the Supreme Court as an instrument of government and arbiter of public policy. Doctrines include judicial review, federalism, interstate commerce, due process and questions of individual rights. Prerequisite, 116 or a course in American history. Anechiarico.

[242F] The Classical Tradition in American Political Life: Cicero, Hamilton, Jefferson and the Making of the Republic.

A study of ancient Greek and Roman influences on the creation of the United States, with special attention to the influence of Cicero and the rivalry between Alexander Hamilton and Thomas Jefferson. Readings include biographies of and writings by all three figures. Not open to students who have taken Classics 270. (Same as Classics 242.)

251F Introduction to Public Policy.

The study of policy analysis using and comparing a variety of disciplinary and analytic traditions. Consideration of controversies over particular policies at the national and local level and the premises underlying them. Examination of methods and principles used in formulating and evaluating public policy. (Quantitative and Symbolic Reasoning.) Prerequisite, Economics 101. Open to seniors with consent of instructor. (Same as Public Policy 251.) Anechiarico.

[280] The Politics of Gender.

The impact of gender on politics in the United States and the value of studying politics from a gender perspective. Topics include political socialization, communication, media coverage, public opinion and voting behavior; women's movements for rights and mobilization around issues like the environment; women as public leaders; gender and electoral politics; symbolic gender politics

and issues such as education and welfare reform. (Writing-intensive.) Prerequisite, 116, 117 or consent of instructor. (Same as Women's Studies 280.) Maximum enrollment, 20.

285S Introduction to Environmental Politics.

An overview of environmental politics, domestic and global. Topics include the environmental movement and its history and values, anti-environmentalism, environmental policy analysis, the relation between environmental science and politics, the domestic and international environmental policy processes, the North-South debate, globalization, race and environmental justice, and the implications of environmental politics for liberal democracy. Students will explore these topics directly and through selected policy issues, including forest politics, sprawl and climate change. Cannavo.

[Fall 2007 01](#) (Cannavo P)

306S American Political Development.

Analyzes contemporary American politics by examining the development of political ideologies, institutions and policies throughout American history. Topics include the role of religion in American politics, the transformation of party ideologies, the dynamics of presidential power, the evolution of American foreign policy, among others (Writing-intensive.) Prerequisite, one 200-level course in American politics or permission of instructor. Not open to students who have taken 220. Maximum enrollment, 20. Klinkner.

[307] Seminar in War Powers - Law, Policy and Practice.

Examination of legal and policy issues surrounding the nation's use of armed force, including the constitutional distribution of war powers; the national security structure and the roles of various civilian and military decision makers; the import and relationship of relevant national and international laws, including their effect on policy decisions and implementation. Wide range of case studies include: the "War on Terrorism" with focus on drone attacks, preventive detention, interrogation and military commissions; the Kosovo intervention; and the Iran-Contra scandal. Open to senior concentrators or with permission of the instructor. Maximum enrollment, 12.

[313] The Politics of the Supreme Court.

Examines the nature and influence of the Supreme Court in American politics. The discussion focuses on how justices actually make decisions compared to how we believe they ought to be made, as well as the debates about the real-world influence of the Court. Students will examine competing views of constitutional interpretation, judicial decision-making and the role of the judiciary in democratic politics by studying several of the landmark decisions of the contemporary court. (Writing-intensive.) Prerequisite, one 200-level course in American politics. Maximum enrollment, 20.

[314S] The Politics of Public Policy.

Analysis of the values and choices central in the democratic policy-making process with a focus on political institutions, with an emphasis on presidential leadership and how complex systems of governance actually function. Also looks at ethical and global implications of policy making to trace some of the principle tensions in democratic public policy making. Utilizes several case studies that exam the political implications of policy decisions. (Writing-intensive.) Prerequisite, one 200-level course in American politics. (Same as Public Policy 314.) Maximum enrollment, 20.

[315] The Military in the American Political System.

Civil-military relations and the politics of supporting a standing armed force in the United States. Internal organization and governance of the military and its members including consideration of the Uniform Code of Military Justice and the Law of Armed Conflict. Justification and regulation of the role of the military in the economy from Pres. Eisenhower's warning to the present. (Writing-intensive.) Prerequisite, 116 or 241, or History 254. Maximum enrollment, 20.

316F Topics: Lobbying and Government Relations.

Analysis of the representation of interests in American national government. The history of the role of lobbyists in the Washington community and the contemporary profession of government relations in legislative, regulatory and political contexts. Strategies of lobbying Congress and the executive branch. Issues of reform, including ethics rules and campaign finance. Emphasis on exploring theories and practice of lobbying/government relations through use of academic research, case studies and engagement of the class in practical "real world" lobbying exercises. Prerequisite, Open to senior concentrators or with permission of the instructor. Maximum enrollment, 12. Baker and Vlossak.

321F,S Term in Washington: Congressional and Executive Internships.

Two consecutive six-week internships: first, in either the office of a member of Congress or with the staff of a congressional committee; second, in a federal administrative office. Interns assume some operational responsibility in each office and gain a perspective on legislative and executive roles in the public policy process. Does not count toward the concentration. Offered credit/no credit only. Walker (Fall); Eismeier (Spring).

323F,S Term in Washington: Intern Participant-Observation.

Participants in the program are asked to evaluate their experience in government offices through a series of group discussions and papers focused on particular aspects of the internships. Does not count toward the concentration. Walker (Fall); Eismeier (Spring).

325F,S Term in Washington: Seminar.

An academic seminar focusing on the public policy process and national issues. Walker (Fall); Eismeier (Spring).

327F,S Term in Washington: Independent Research.

Preparation and presentation of independent research on a problem related to public policy issues. Use of Washington's unique human and data resources required. Walker (Fall); Eismeier (Spring).

[328] Topics: The American Presidency.

Examines the nature and influence of the executive branch in American politics, including constitutional arrangements, elections, institutional structures and political parties. Analysis of presidential leadership and decision-making in foreign and domestic policy. (Writing-intensive.) Prerequisite, one 200-level course in American politics. Maximum enrollment, 20. (Writing-intensive.) Prerequisite, one 200-level course in American politics. Maximum enrollment, 20.

[333] Topics in Survey Research.

This course will introduce students to basics of survey research, with a particular focus on measuring racial, ethnic, and religious attitudes. The class will design, analyze, and report on the findings of a national survey of young people. (Oral Presentations.) Prerequisite, GOVT 208 or GOVT 340 or permission of instructor. Maximum enrollment, 12.

335S Seminar: Criminal Law.

Review of major case law related to search and seizure, fair trial rights, self-incrimination and sanctions including the death penalty. Parallel reading in criminology and political analysis of criminal justice issues. Consideration of representative institutions in the system: juvenile courts, the jury system, the police and others. (Writing-intensive.) Prerequisite, 241. Maximum enrollment, 12. Anechiarico.

[338] American Public Administration.

Analysis of the history, structure and political influence of public administration in the United States. Consideration of all levels of government with special attention to the influence of reform movements on the development of federal and local administration. Topics include budgeting, corruption and ethics regulation, public contracting and the organization of public works and public personnel policy. (Writing-intensive.) Prerequisite, one 200-level course in American politics. Maximum enrollment, 20.

340S Race and American Democracy.

Survey of the role of race and equality in American democracy. Special emphasis on understanding how notions of racial equality have advanced and declined throughout American history and the role of race in current American politics. (Writing-intensive.) Prerequisite, one 200-level course in American politics. (Same as Africana Studies 340.) Maximum enrollment, 20. Klinkner.

[375] Politics and Ideology in Public Education.

Examination of reform efforts in public education. Discussion of purpose(s) of public education in a liberal democratic society and political conflicts over education. Topics include testing, race and class achievement gaps, choice and charters, governance. (Writing-intensive.) Prerequisite, one 200-level course in American politics or political theory. Maximum enrollment, 20.

382S Topics in Public Policy.

The application of theories and methods of evaluation, design and implementation in an intensive study of a significant problem of public policy. Emphasis on skills of analysis, writing and group problem-solving. Coursework may be supplemented by field work as well as participation by scholars and practitioners sponsored by the Arthur Levitt Public Affairs Center. (Writing-intensive.) Prerequisite, 251. (Same as Public Policy 382.) Maximum enrollment, 20. Milstein.

Comparative Politics

112F,S Comparative Politics.

Introduction to the study of non-American national political systems, emphasizing authority, legitimacy and processes of state- and nation-building. Comparison of alternate forms of political development in selected Western and non-Western countries. Open to juniors and seniors with consent of instructor. (Proseminar and writing-intensive in the Spring.) Olaninmoye (Fall); S Rivera (Spring).

[Spring 2006 01](#) (Rivera S)

[Spring 2009 01](#) (Rivera S)

[Spring 2009 02](#) (Rivera S)

211F Politics in China.

Decline of Confucian China and problems of recreating political order. Topics include rise of the Communist Party, political organization and policy in the People's Republic, role of ideology, foreign relations, the politics of modernization and China's increasing integration into the world economy. Prerequisite, 112 or 114. Wang.

213F Politics in Russia.

Examines political processes in Russia after the collapse of communism in the former Soviet Union. Central focus on explaining the rise of multi-party democracy in the 1990s and the subsequent consolidation of authoritarian rule under Vladimir Putin. Topics include the creation of political parties, the state's use of propaganda and the media, the problem of corruption, and the prospects for democracy in the future. Prerequisite, Govt 112, 114, Russian Studies 100, or History 222. (Same as Russian Studies 213.) S Rivera.

[214] Politics in Western Europe.

Comparative study of post-World War II politics and government in several European countries, normally concentrating on

Britain, France and Germany. Topics include state and political institutions, state- and nation-building, social conflicts and consensus, political culture and the interplay of politics and economics. Some attention paid to international relations in Western European states. Assumes some prior knowledge of Western European history. Prerequisite, 112 or 114.

216F Politics in Latin America.

Comparative and historical approach to analyzing the political process in contemporary Latin America. Focuses on nature of authoritarian regimes and the current process of redemocratization. Topics include the role of the military and state, popular resistance to military rule, human rights and political problems of economic development. Prerequisite, 112 or 114. Sullivan.

217S Politics in the Middle East.

Comparative approach to the contemporary states in the Arab world broken down into the Mashreq (Eastern states), Maghreb (North Africa), Egypt, and the Gulf states. Considers the political and economic relations among these states and the reasons for their failure to take common action on common problems. Focuses on the shifting power structures in light of the Arab Spring and efforts by individual countries to compensate for the changing environment and modernization. Examines the role of Islam in its political context. Evaluates the relative ineffectiveness of regional organizations. Prerequisite, GOVT 112 or 114, and Sophomore or Junior standing, except with consent of instructor. Walker.

218S Politics of Africa.

Comparative examination of the domestic politics of sub-Saharan Africa. Central focus on explaining the recent rise of both multi-party democracy and state collapse across the continent. Examination of the colonial legacy, the nature of the African state, ethnic conflict, class divisions, the role of the military and the problems of economic underdevelopment. Prerequisite, 112, 114 or Africana Studies 101. (Same as Africana Studies 218.) Olarinmoye.

[Fall 2005 01](#) (Orvis S)

231S Asian Political Thought.

The course examines Asian political thought/philosophies and their political implications. The course explores ancient philosophies/religions such as Confucianism, Daoism, Sunzi, and Buddhism, as well as modern and contemporary Asian thought such as Maoism, Khmer Rouge ideology, and China's socialist market economy and discusses their implications on Asian nations' nation-building, political culture, economic growth, and political systems. Kato.

236F Japanese Politics.

This course exams Japan's political system including its political, economic, and cultural institutions, as well as its foreign relations. Prerequisite, GOVT112 or GOVT114 or Consent of instructor. Yayoi Kato.

244F Nationalism and the Politics of Identity.

The evolution of nationalist, ethnic and religious conflicts in the post-Cold War world. The causes, implications and potential resolutions of such conflicts. The origins, history and power of nationalism. Cases include countries from across the globe. Prerequisite, 112 or 114. Joshi.

[302] Fragile States.

What makes governments and political institutions weak or strong, stable or unstable? Examines the causes and consequences of state collapse; the possibility of re-building states; the role of the military; the causes, consequences and possible remedies of corruption using case studies from different regions of the world. (Writing-intensive.) (Oral Presentations.) Prerequisite, one 200-level course in comparative politics or international relations. Maximum enrollment, 20.

308S Politics in Mexico.

Analysis of the modern Mexican political system. Topics include political parties, labor unions, congress, and the executive. Investigation of the current challenges that Mexico is facing to consolidate its democracy, and make the transition from developing to developed nation. Particular attention to an examination of organized crime, the weak rule of law, lack of political representation, and Mexico's heavy dependence on oil revenues. (Writing-intensive.) Prerequisite, A 200-level course in Comparative Politics or International Relations. Maximum enrollment, 20. Huizar.

311F Transitions to Democracy.

Examines the origins and durability of transitions to democratic forms of governance in authoritarian states. Topics include the roles in democratization played by leadership, ethnic diversity, political institutions, and geography. Emphasis on critical reading of the large theoretical and empirical literature on democratization. Case studies will be drawn from the countries of the former Soviet Union and East-Central Europe, although students interested in other parts of the world are welcome. (Writing-intensive.) Prerequisite, One 200-level course in comparative politics or international relations. Maximum enrollment, 20. S Rivera.

[Fall 2007 01](#) (Rivera S)

329F Authoritarian Politics.

Consideration of the origins and underpinnings of authoritarian rule. Examines variation in the formal and informal institutions of authoritarian systems as well as the conditions under which transition may take place. Emphasis on critical reading of a growing theoretical and empirical literature in order to gain an understanding the particular problems posed within and by authoritarian regimes. (Writing-intensive.) (Oral Presentations.) Prerequisite, one 200-level course in comparative politics or international relations. Maximum enrollment, 20. Rivera.

363S Poverty and Development.

Examines debates over poverty and development issues in the "Global South." Includes discussion of the ethics of development, the debate over aid to Africa, UN Millenium Development Goals, microfinance, the "Asian miracle" and rapid rise of China, environmental problems and the effects of globalization. (Writing-intensive.) Prerequisite, 203, 211, 216, 218, 291, 302 or consent of instructor. Maximum enrollment, 20. Olarinmoye.

368S Violence, Justice and the State in Latin America.

This class explores contemporary issues in Latin American politics, focusing on the ways that the capacity of Latin American states impact people's everyday lives. The course will consider the role of the state in controlling and contributing to violence and in enhancing and impeding struggles for social justice. Emphasis will be placed on critically reading the theoretical and empirical literature in order to understand and assess the relationship between states and citizens in Latin America. (Writing-intensive.) Prerequisite, One 200-level course in comparative politics or international relations (preferably with some prior knowledge of Latin America). Maximum enrollment, 20. Sullivan.

[373] Democracy and Diversity.

Consideration of liberal democracies and internal conflict between "universal human rights" and "cultural diversity." Topics include equality and diversity in the "public realm." Questions are addressed theoretically and empirically, examining, for instance, affirmative action comparatively; the public role of Islam in France, Britain, Germany and Iraq; female genital mutilation in the Sudan, Kenya and the United States; and gay rights in the U.S. and Europe. (Writing-intensive.) Prerequisite, one 200-level course in comparative politics or American politics, or Africana Studies 101, Women's Studies 101 or College 130. Maximum enrollment, 20.

394F Social Movements and Political Protest.

Why do people protest sometimes but more often not? How do social movements work, and why do some succeed while others fail? Examines the origins, dynamics, and consequences of social movements and political protest, exploring both nonviolent and violent movements that have attempted to reshape politics in countries across the globe. Emphasis on critical reading of the theoretical and empirical literature in order to gain an understanding of how political differences across countries shape and are shaped by protest. (Writing-intensive.) Prerequisite, one 200-level course in comparative politics or international relations. Maximum enrollment, 20. Sullivan.

International Relations

114F,S International Relations.

Introduction to the theory and practice of world politics. Emphasis on the changing structure of the international system; the role of the nation-state and non-state actors; patterns of conflict and cooperation; the use of force, diplomacy and ideology; the interplay between politics and economics. (Writing-intensive.) (Proseminar.) (Proseminar and writing-intensive in the Fall and Spring.) Open to juniors and seniors with consent of instructor only. Maximum enrollment, 16. Cafruny (Fall); DeBruin (Spring).

203F Global Challenges.

Examination of issues with global impact that will dominate the attention of policymakers over the next decade — issues such as information, energy, proliferation, culture, education, distribution of wealth, health and environment. Consideration of ideology, including democracy and religion, and the potential for a "clash of civilizations." Identification of the roots of terrorism and anti-social national behavior. Examine the consequences of delay, deadlock or inattention to global problems. Prerequisite, 114 or 116 or consent of instructor. Walker.

[206] US Foreign Policy Toward Latin America.

Examines U.S. foreign policy toward Latin America from the Monroe Doctrine to the present. Tracks the development of the inter-American system in a context of U.S. hegemony to show how asymmetric power relations have influenced resolution of key problems. Will review gunboat diplomacy, the Good Neighbor policy, and the Alliance for Progress, the Cuban Missile Crisis, Panama Canal Treaties and U.S. military occupation. Will consider how the United States and Latin America see current policy problems differently. Prerequisite, 114.

233S US-China Relations.

Examination of the history of US-China (PRC) relations, each country's foreign policy and dialogue on human rights, trade, Taiwan, and other major issues. The course emphasizes the comparison of American and Chinese perceptions of the other and examines cultural and perceptual differences between the two countries and the resultant misperceptions/frictions with case studies. The comparison between "American Exceptionalism" and "China's Uniqueness" is also made in the context of China's recent rise. Prerequisite, GOVT 112 or GOVT 114 or consent of instructor. Kato.

240S International Security.

This course examines the use of force to achieve political objectives by both state and non-state actors. It explores the origins, conduct, and outcomes of international and civil wars; the use of terrorism and other forms of violence against civilians; the motivations of people that participate in political violence; and the lasting effects of such participation. Includes both historical and contemporary cases, ranging from the First World War to the current conflict in Syria. Prerequisite, GOVT 114 or consent of instructor. De Bruin.

245S International Decision-Making.

Review of the development of international governmental institutions in the post cold war period and their ability to solve the

challenges facing the globe. Examine ways in which the international will is expressed and converted into practical measures. Evaluate the effectiveness of existing international institutions and identify weaknesses and strengths. Consider military and non-military or soft power tools available to carry out or impose the international will. And consider if institutions created in the wake of WWII are still relevant today. Examine the alternatives. Prerequisite, 203 or consent of instructor. Walker.

253F The Nation-State in the New World Order.

Examines the fate of the nation state as globalization, the information revolution, and technology have made inroads on state sovereignty and states have become increasingly dependent on the actions of others for economic growth and political stability. Investigation of the future role of sovereign states, and especially the impact on the US role in the world. Considers the changing system of international relations and estimates the impact on the US of the changing landscape of power distribution in the world and what we should do about it to protect our interests and our society. Prerequisite, 112 or 114. Walker.

290S US Foreign Policy.

The major problems of American foreign policy since the republic's founding and the varying approaches U.S. leaders have adopted to cope with American power and principles. Theories are illustrated with detailed examples since WWI. Some attention given to how foreign policy is shaped by government structure, political culture, organizational dynamics, individual psychology, economic interests and other causes. Students will analyze the limitations of various types of explanations and why policy implementation at times diverges from the intentions of decision-makers. Prerequisite, 114. Lehmann.

[Fall 2007 01](#) (Lehmann T)

291S International Political Economy.

Examination of the development and evolution of the modern global economy and its political impact. Issues include global trade relations, the monetary system and international debt, the role of multinational corporations, foreign aid, imperialism and dependency, industrial competitiveness and the rise and impact of newly industrializing countries such as South Korea and Taiwan. Prerequisite, 114. Lehmann.

319F Seminar: Humanitarian and International Development and Issues: Challenges and Dilemmas.

This course will explore the underlying drivers, issues, challenges and opportunities to make improvements in how the world addresses inequality and humanitarian crises. Although governments continue to play a major role, the course will look in particular at the evolving role of international nongovernmental organizations and the engagement of the private sector to bring about significant step change. (Proseminar.) Prerequisite, Permission of the department. Maximum enrollment, 12. Klosson.

[330] The Tools of Diplomacy.

Examination of the tools and techniques of U.S. policy makers to extend American influence, support our interests and achieve our objectives short of combat and/or black operations. Focus on diplomatic techniques including personal diplomacy by the President and other officials. Evaluate the effectiveness of partnerships with like-minded countries, coalitions and international institutions. Consider the uses of bilateral and multilateral assistance to support national interests. Evaluate incentives in the manipulation of trade, including sanctions; evaluate the value of public diplomacy. (Writing-intensive.) Prerequisite, one 200-level course in international relations or consent of instructor. Maximum enrollment, 20.

337F Civil Wars.

Civil wars have become the most common type of contemporary armed conflict. This course analyzes the causes, dynamics, outcomes, and aftermath of civil wars. Topics include the systematic factors that predict when civil war occurs, logic of violence in civil war, armed group recruitment and governance, international intervention, and post-conflict politics. Prerequisite, 114 or 112. (Writing-intensive.) Prerequisite, GOVT 112 or 114. Maximum enrollment, 20. DeBruin.

[339] East Asian International Relations.

Examination of structural, cultural ideological and organizational factors that have shaped the foreign policy of East Asian countries since World War II. Topics include the rise of Japan and the NICs (Newly Industrialized Countries), the Japan-U.S. economic conflict and cooperation, China's open-door policy, the possibility of a Pacific Economic Community and regional security issues. Emphasis on the interaction of politics and economics, the linkages between domestic and foreign policies, and the interdependence of major powers and small states. (Writing-intensive.) Prerequisite, 209, 211, 290 or 291. Maximum enrollment, 20.

341F Culture: Tool of diplomacy or imperialism?.

Examination of the growing body of academic and political literature on the impact of culture in foreign policy. Culture has often been the orphan of US diplomacy with few advocates or resources devoted to capitalizing on American culture. Other countries have capitalized on their indigenous culture to amplify their impact in the world. Comparative analysis of US and other countries' efforts to use culture as diplomatic tool. Investigation of the tension between cultural diplomacy and imperialism, and possible future strategies. (Writing-intensive.) Prerequisite, 245 or 290. Maximum enrollment, 20. Walker.

349F The International Politics of Oil.

Explores why oil became central to both state power and economic growth by examining how control over oil resources and markets has been used by states and corporations to achieve their often divergent objectives. Looks at how these struggles for order and advantage amidst varying degrees of state and corporate competition have affected international relations and the broader economic structure of the world economy since WWI. Examines whether the world's existing oil-based economic and security relationships is sustainable. (Writing-intensive.) Prerequisite, one 200-level course in international relations. Maximum enrollment, 20. Lehmann.

355F The European Union in World Affairs.

Examination of the origins and development of European integration and Europe's relations with the rest of the world. Topics include theories of regional economic and political integration; evolution of EU institutions; relations between the EU and the United States; development of the European monetary system; problems of European political cooperation; the crisis of the European social model. (Writing-intensive.) Prerequisite, one 200-level course in comparative politics or international relations. Maximum enrollment, 20. Trenkov-Wermuth.

364S Israeli internal politics and US policy.

Examination of the ideology of Israel's political parties and the nature of its parliamentary system. What is the role of personalities vs. parties? Who makes policy in Israel and what are the influences that impinge on the outcome? What is the impact of public opinion? Consider whether or not the political system has sufficient flexibility to negotiate an agreement with the Palestinians. How much influence does the US have on these decisions? Is a two state solution still possible – is it advisable? What will the impact be of economic and population growth on the parties? (Writing-intensive.) Prerequisite, Govt 290 or 291. Maximum enrollment, 20. Walker.

[369] American Policy in the Middle East.

Examination of American foreign policy-making in a period of deep divisions in the Middle East and in the United States. Focus on the role of the U.S. as it seeks to deal with the problems of Iraq, Iran, the Palestinian conflict, terrorism, democracy and energy. Examination of linkages between U.S. policies and U.S. options for action including the problem of unintended consequences. Consideration of alternative policy courses to deal with existing problems in the Middle East including proliferation of weapons of mass destruction, military options, resource security and the U.S. image. (Writing-intensive.) Prerequisite, one 200-level course in international relations. Maximum enrollment, 20.

[374] War and Politics.

Examination of competing theoretical approaches and empirical evidence concerning the sources, nature of and consequences of armed interstate conflict. Examples drawn from historical and contemporary cases. (Writing-intensive.) Prerequisite, 290 or 381. Maximum enrollment, 20.

[378] US-China Relations.

Examination of the development and issues of Sino-American relations in an era of rising Chinese power. Emphasis on the interaction of global environment, national attributes and leadership characteristics in the formation of the foreign policies of both countries. Topics include the historical context of normalization, political discourse regarding human rights, the role of media, trade relations, the tension over the Taiwan strait, and cultural and educational exchange between China and the United States. (Writing-intensive.) Prerequisite, 206, 211, 290, 291. Maximum enrollment, 20.

380S Terrorism, the Middle East, and Counterterrorism.

Examination of terrorism's modern roots in the Middle East and North Africa. Consideration of the historical, cultural and religious environment that appears to provide uniquely fertile ground for the growth of terrorist movements in the Middle East, North Africa, and in Islamic countries. Examines the impact on US foreign policy of September 11. Studies the current cases of Syria, Iraq, North Africa and the enabling role of Iran. Considers whether or not terrorism constitutes an existential threat to the United States and suggests what we should do about it. (Writing-intensive.) Prerequisite, One 200 level course in the Government Department or the consent of the Instructor. Open to Junior and Senior non-majors with the consent of the instructor. Maximum enrollment, 20. Walker.

[381] National Security Policy.

Intensive examination of issues and theories in U.S. national security policy. Topics include the defense budget, defense organization, civil-military relations, weapons procurement, industrial-base preservation, personnel policy, strategy formulation, U.S. security interests in Europe and Asia, global-arms proliferation and the use of force. (Writing-intensive.) Prerequisite, 290 or consent of instructor. Maximum enrollment, 20.

381F Creating Palestine.

Review of the negotiating history of the Palestinian issue since 1967, some of the agreements that have been reached and the ones that failed. Focus on the role of the parties and personalities and outside influences, including U.S. policies, which have driven the process. Identify missing elements in negotiations when they failed, mistakes that were made, and, in the process, some basic principles that should be applied in future negotiations. Examine the impact of Palestinian internal politics including the split between Fatah and Hamas. Re-examine two state solution. Simulated negotiation. (Writing-intensive.) Prerequisite, Govt 290 or 291. Maximum enrollment, 20. Walker.

[386] Theories of International Relations.

Survey of competing approaches to the study of international politics. Realism, transnationalism and regime analysis, and the problem of international system transformation. Some attention to research methods. (Writing-intensive.) Prerequisite, 290 or 291. Maximum enrollment, 20.

387S Civil-Military Relations.

This course examines the causes and consequences of military intervention in politics. Topics include the causes of coups d'etat; problems of military rule; civil-military relations and the use of force; nationalism, ethnicity, and the military; and the use of

“irregular” armed forces such as warlords and civilian militia. (Writing-intensive.) Prerequisite, One 200-level course in international relations or comparative politics, or consent of the instructor. Maximum enrollment, 20. De Bruin.

388F The United Nations and Global Security.

Examination of the UN’s role in maintaining international peace and security. The focus is on the UN’s work on conflict prevention; conflict resolution; arms control and disarmament; sanctions; peacekeeping; peace enforcement; humanitarian intervention and the responsibility to protect; post-conflict peacebuilding; terrorism; transitional administration; and institutional reform. The course also provides a basic introduction to the UN’s organizational structure, the key functions of its main organs, and the charter articles relating to the UN’s political and security functions. (Writing-intensive.) Prerequisite, one 200-level course in comparative politics or international relations. Maximum enrollment, 20. Trenkov-Wermuth.

391S US-Africa Relations.

The course examines US- Africa relations primarily through policy issues such as foreign aid, conflict management, democracy promotion, immigration, defense/anti-terrorism, environment and immigration. The course also discusses the influence of colonialism, the construction and propagation of American images of Africa, ideology, the various actors, institutions (African-Americans, African diaspora/ Presidency/Congress) and instruments on US- Africa relations. The course will cover issues and debates in US – Africa relations from 1960-present. (Writing-intensive.) Prerequisite, GOVT112 or GOVT114 or Consent of instructor. Maximum enrollment, 20. Omobolaji Olarinmoye.

392F Human Rights in Theory, Law, and Politics.

Examination of the various ways that people have struggled to pursue protection of justice, humanity, freedom, and fairness through international and transnational efforts. Focus on related theories, activisms, institutions and instruments that have become prominent in responses to contemporary political problems. Explores a series of questions critical to contemporary politics through examination of a range of human rights issues. (Writing-intensive.) Prerequisite, One 200-level course in comparative politics or international relations. Maximum enrollment, 20. Wang.

Political Theory

117F,S Introduction to Political Theory.

Survey of selected political theorists from Plato to the present. Examination of questions of liberty, equality, justice and community. (Writing-intensive.) (Proseminar.) (Proseminar and writing-intensive in the Spring.) Open to juniors and seniors with consent of instructor only. (Same as Philosophy 117.) Martin (Fall); TBA (Spring).

[Fall 2005 01](#) (Tampio N)

[Fall 2007 03](#) (Tampio N)

[Spring 2007 03](#) (Cannavo P)

[Spring 2007 04](#) (Cannavo P)

201S Introduction to Feminist Thought.

An interdisciplinary examination of the history and contemporary practice of feminist thought. Topics include the history of feminist thought in Western culture, the broadening and complication of that canon to include examinations of race, class, gender, sexuality, ableism and ageism, and the implications of global feminist thought. (Writing-intensive.) Prerequisite, 101 or consent of instructor. (Same as Women's Studies 201 and Government 201.) Maximum enrollment, 20. Lacsamana.

[229F] The American Founding: Ideals and Reality.

An intensive analysis of the philosophical ideals of the Founding Era (1763-1800) and their uneven realization. Social histories of various races, genders and classes will help illuminate the inherent ambiguities, weaknesses, strengths and legacies of the social and political philosophies of late 18th-century America. Prerequisite, Government 117, Philosophy 117 or a 100-level course in history. May count toward a concentration in either history or government. Not open to students who have taken History 240 or 374. (Same as College Courses and Seminars 229 and History 229.) Maximum enrollment, 24.

[232] Contemporary Political Theory.

How should we think about politics after Nietzsche? Considers the answers of John Rawls, Hannah Arendt, Leo Strauss, Charles Taylor, Gilles Deleuze and William Connolly. Focusing on each theorist's conceptions of human nature and politics. Prerequisite, 117.

249S American Political Thought.

What does it mean to be an American? What are the principles of American politics? Considers the answers of Thomas Jefferson, James Madison, Alexander Hamilton, Alexis de Tocqueville, W.E.B. DuBois, Emma Goldman, John Dewey, Leo Strauss and William E. Connolly. Prerequisite, 116, 117, 229, 241, 270, or consent of the instructor. Martin.

270F Democratic Theory.

Analysis of the idea of democracy, traditions of democratic theory (liberal, Marxist, elitist) and current problems of democracy in practice. Topics include liberty and equality, community power, participation and bureaucracy. Prerequisite, 117 or consent of instructor. Martin.

[Fall 2007 01](#) (Martin R)

277S Conservative Thought in the United States.

Survey of major conservative thinkers and their writings from the founding of the United States to present. Focuses on various strains of right-of-center thinking, the growth of a mainstream conservative worldview in the antebellum South, the rise of the modern conservative movement under William F. Buckley after World War II, and fissures in the movement after the fall of the Soviet Union. (Same as History 277.) Paquette.

287F Political Theory and the Environment.

What is the relationship between theorizing about politics and theorizing about nature? Explores how conceptions of the natural world and our relationship to it have shaped political thought since ancient times and how contemporary "green" political thinkers attempt to craft principles for an ecologically responsible society. Prerequisite, 117, 285 or consent of instructor. Cannavó.

[Fall 2007 01](#) (Cannavo P)

[345] Ethics and Public Policy.

An introduction to fundamental issues of moral and political theory in public policy debates. Topics include ethical compromise on the part of public officials, individual rights versus communitarian values, distributive justice, commodification, property rights, moral duties beyond borders, moral conflict and pluralism, the collision between political and scientific values, and moral responsibilities to nature and future generations. Course materials will include both theoretical readings and policy cases. (Writing-intensive.) Prerequisite, one 200-level course in political theory or Public Policy 251. Maximum enrollment, 20.

360F The Politics and Theory of Place and Space.

How do we map out, conceptualize, inhabit and govern our spatial environment? What political challenges arise in organizing and maintaining a coherent world of places? A look at the theoretical and political dimensions of place and space through writings of geographers, political theorists, environmental thinkers, novelists and U.S. case studies, including 9/11, the debate over logging in the Pacific Northwest, the problem of sprawl, the decline and revival of old industrial cities, the future of America's agricultural landscape, and the impact of climate change. (Writing-intensive.) Prerequisite, one 200-level course in American politics or political theory. Maximum enrollment, 20. Cannavo.

[365] Free Speech Theory.

Analysis of competing theories of the liberty of expression in the American context. Focuses primarily on contemporary political and legal disputes over such morally divisive issues as "hate speech," campus speech codes, pornography, media and Internet censorship, and the proper role of free speech in a democracy. Examination of the evolution of American constitutional law concerning freedom of expression. (Writing-intensive.) Prerequisite, 229, 241, 270 or 276. Maximum enrollment, 20.

377S Enlightenment and Counter-Enlightenment.

Examination of the political thought of the Enlightenment, the early modern period roughly from the English Revolution to the French Revolution (1640-1800). Analysis of such theorists as Hobbes, Locke, Montesquieu, Hume, Rousseau, Burke and Kant. Topics include liberty, equality, natural law, political culture, revolution, progress and the role of tradition. Focus on the relationship between scientific reason and political power. (Writing-intensive.) Prerequisite, 229, 232, 249, 270, 287, 365 or consent of instructor. Maximum enrollment, 20. Martin.

389S Capitalism, Democracy, and the Workplace.

What is the relationship between capitalism and democracy? Do the claims of democracy extend into the workplace? This course examines the development of a market society, the division of labor, and contemporary working conditions, exploring the challenges and possibilities each presents democratic life. It emphasizes critical reading of historical, empirical, and normative texts in order to define and assess the mutual obligations between democratic societies and their citizens and workers. Readings include Adam Smith, Max Weber, Hannah Arendt, C. Wright Mills, and Karl Polanyi. (Writing-intensive.) (Proseminar.) Prerequisite, 117. Maximum enrollment, 16. Winkelman.

Hebrew

Hamilton College offers courses in Modern Hebrew through the 4th semester.

107F First Term Hebrew.

An introduction to the Hebrew language introducing the very basic Hebrew grammar, reading, writing and mainly oral communication. Maximum enrollment, 16. Guez.

108S Second Term Hebrew.

Continued study of Hebrew grammar, oral conversation and writing skills introducing simple texts of Israeli culture as a base for learning and simple discussion. Prerequisite, Hebrew 107 or placement. Maximum enrollment, 16. Guez.

207F Third Term Hebrew.

More advanced cultural Hebrew texts that will be the focus of conversation and discussion in class. The aim is to increase student vocabulary and writing ability. More advanced grammar and conversation. Prerequisite, Hebrew 107 and 108 or placement. Maximum enrollment, 16. Guez.

208S Fourth Term Hebrew.

More intensive in reading, writing and oral communication. Student will use different sources of written texts, such as Israeli newspaper, media, history and cultural texts. Prerequisite, Hebrew 107, 108 and 207 or placement. Maximum enrollment, 16. Guez.

Hispanic Studies

Faculty

Edna M. Rodríguez-Plate (F) (Chair)
Jessica Burke
Christine Fernandez
M. Cecilia Hwangpo (F,S) (General Director)
Paul Norberg
Joana Sabadell-Nieto (Madrid Program Director)
Xavier Tubao
María Willstedt

Teaching Fellow

María Gabriela Portal

Special Appointments

Jeremy T. Medina

The Hispanic Studies Department offers a diverse curriculum that includes Spanish language study for both non-heritage and heritage speakers, and Latin American, Spanish and U.S. Latino/a literature and culture studies. In our Centro Universitario de Estudios Hispánicos in Madrid we also offer courses in social sciences, art, cinema and dance. The Hispanic studies concentration consists of nine courses numbered 140 or higher, including 200/201, and 210 or 211, one elective in the 200 series, three electives at the 300 level or above — including at least one in both Latin American and Peninsular fields (one of these must focus on literature before 1800) — and one course at the 400 level. Concentrators must also fulfill a cultural requirement that can be met through study abroad or a cultural studies course. Any course offered by another department that focuses specifically on Latin America, Spain or U.S. Latinos/as may satisfy the 200-level requirement but will not count as one of the nine concentration courses. Concentrators may include one course in translation as one of the required courses for the major. Five of the nine courses required for the major must be taken at Hamilton. It is strongly advised that all concentrators study abroad in a Spanish-speaking country.

In order to complete the Senior Program, senior concentrators in Hispanic Studies (non-honors candidates) will: 1) enroll in a 300-level course or Hispanic studies 400 in the fall semester, and a 400-level course in the spring semester (in the spring seniors will complete a research project in a 400-level course; spring semester advanced courses are doubly designated as 300/400 [i.e. 310/410], in order to distinguish seniors who are writing the senior research project from other students. Thus if a senior plans to take more than one advanced course in the spring, he/she should take only one course at the 400 level); 2) participate in an assessment of oral proficiency in an interview conducted by outside examiners in the fall semester. Concentrators may not normally fulfill the requirement for the major through the election of a 200-level course during their senior year.

Senior honors candidates will: 1) enroll in Hispanic Studies 400 in the fall semester; 2) enroll in 550 and complete a senior thesis in the spring semester; 3) participate in an assessment of oral proficiency in an interview conducted by outside examiners in the fall semester. In order to attain honors in Spanish, students must have an average of 3.5 (90) or better in the nine courses required for the major and must complete 550 (senior thesis) with an A- or better. Senior honors candidates who are studying in Spain (with HCAYS) during the fall of their senior year are exempt from the Hispanic Studies 400 requirement. A complete description of the Senior Program is available in Christian Johnson 202.

The Hispanic studies minor consists of five courses numbered 140 or higher, including 200/201 and 210/211, and at least one course at the 300 level. One of these courses may be taken in translation. Three of the five courses for the minor must be taken at Hamilton.

THE ACADEMIC YEAR IN SPAIN

The Academic Year in Spain was established in 1974 to offer the highest interdisciplinary academic standards in foreign study programs (distinguished professors, small classes and a rigorous Spanish-only pledge), along with careful attention to the intellectual, cultural and social needs of each student. Directors-in-residence are drawn from the Department of Hispanic Studies at Hamilton College. The program is administered at Hamilton by a general director and by the programs abroad committee, and representatives of Swarthmore and Williams Colleges serve as directing advisors to the program and are instrumental in deciding important curricular and administrative matters and in long range planning. Also affiliated with the program are Amherst College and Princeton University. A board of advisors, drawn from such institutions as Bates, Brown, Bryn Mawr, Bucknell, Colby, Grinnell, Harvard, Reed, Scripps, Smith, Stanford, Wellesley and Yale, further helps in matters of recruitment and student preparation. All courses are taught entirely in Spanish and include language and linguistic studies, culture studies and study in the social sciences. Courses offered include advanced language, the art of translation, the history of Spanish art, cinema, analysis of poetic texts, Cervantes, contemporary theater, 19th- and 20th-century Spanish and Latin American narrative, contemporary Spanish and Latin American history, the economy of Spain, anthropology, sociology, contemporary Spanish politics, flamenco and

studio art. The program also offers internships sculpted to each student's area of interest and preparation. Students are taught by faculty members from leading universities in Madrid. The Centro Universitario de Estudios Hispánicos, HCAYS headquarters, is located within the "Ciudad Universitaria" of Madrid, next to the Complutense University and the University of San Pablo, an HCAYS affiliate (students may opt to take one course at the University of San Pablo). Language and civilization classes form part of the fall orientation program in Galicia, while a similar orientation for spring students takes place in Andalucía. Frequent group excursions throughout Spain complement the rich academic and social opportunities offered to students in Madrid. The program is open to sophomores, juniors and first-semester seniors. Although the program is designed for a full-year, application may be made for either the fall or spring sessions. To be eligible, students must normally have completed at least one 200-level Hispanic studies course and have a strong academic average.

110F First-Term Spanish.

Intended for beginners. Thorough grounding in aural comprehension, speaking, reading and writing. Interactive study of Spanish grammar with strong emphasis on oral and written production. First-year students who follow the sequence through 140 may qualify for study abroad. This course is offered only in the fall. (Proseminar.) Four hours of class, with additional TA session and laboratory work. Taught in Spanish. Maximum enrollment, 16. María Gabriela Portal.

[Fall 2005 01](#) (Puertas M)

[Fall 2006 01](#) (Puertas M)

[Fall 2007 01](#) (Aguila Y)

115F Spanish Immersion I.

Designed for exceptionally motivated beginning students who wish to accelerate their acquisition of Spanish. Intensive and interactive study of all of the basic grammatical structures of Spanish, with particular emphasis on writing and speaking. Successful completion will place students into 130 or 135. Students who follow the sequence through 135 may qualify for study abroad in one year. This course is only offered in the fall. (Proseminar.) Two course credits. Three 50-minute and two 75-minute classes a week, plus an additional three hours of laboratory work and TA session. Taught in Spanish. Maximum enrollment, 16. TBA.

[Fall 2007 01](#) (Aguila Y)

120S Second-Term Spanish.

Continuing interactive study of Spanish grammatical and lexical structures begun in 110, with special emphasis on speaking and writing. Four hours of class, with additional TA session and laboratory work. Taught in Spanish. This course is offered only in the spring. (Proseminar.) Prerequisite, 110 or placement. Maximum enrollment, 16. The Department.

[Fall 2006 01](#) (Puertas M)

[Spring 2010 01](#) (Sedo Del Campo M)

130F,S Third-Term Spanish.

Intensive review of grammar and syntax at the intermediate level, with key emphasis on writing and speaking. Selected readings and in-class activities form the basis for further work in all the language skills. Four hours of class with additional laboratory work and TA session. Taught in Spanish. (Proseminar.) Prerequisite, 115, 120 or placement. Maximum enrollment, 16. The Department.

[Fall 2007 01](#) (Burke J)

[Fall 2007 02](#) (Burke J)

135S Spanish Immersion II.

Designed for exceptionally motivated intermediate students who wish to accelerate their acquisition of Spanish. Continuation of Spanish 115. Intensive training in grammar and syntax with special interactive emphasis on speaking, writing and reading. A thorough review of grammar at the intermediate level is followed by cultural readings and small group activities similar to those of 140. Successful completion will place students into 200. Two course credits. Three 50-minute and two 75-minute classes a week, plus an additional three hours of laboratory work and TA session. Taught in Spanish. This course is only offered in the spring. Prerequisite, 115, 120 or placement. The Department.

140F,S Conversation on Hispanic Cultures.

Intense focus on speech emergence and oral presentation. Study of diverse cultural readings and other aesthetic productions as a basis for refinement of grammar comprehension and as a means to further improve writing, reading and listening skills. Three hours of class, with additional activities, TA sessions and laboratory work. Taught in Spanish. (Oral Presentations.) (Proseminar.) Prerequisite, grade of C or better in 130, placement or consent of instructor. Maximum enrollment, 16. The Department.

[Spring 2006 01](#) (Puertas M)

200F,S Exploring Hispanic Texts.

Study of interdisciplinary cultural discourses — art, music, journalism, literature, film — from Latin America, Spain and the Spanish Caribbean. Focus on written and oral argumentation; introduction to the interpretation of literary texts. Advanced grammar in context and vocabulary building. Course emphasizes writing, oral presentation and the refinement of speech and pronunciation. (Writing-intensive.) (Oral Presentations.) (Proseminar.) Prerequisite, Grade of C+ or better in HSPST 135 or 140, placement or consent of instructor. Not open to students who have taken 201 or to senior concentrators. Taught in Spanish. Maximum enrollment, 16. TBA.

201F Spanish for Heritage/Bilingual Speakers.

Integrated review of the grammatical structure of Spanish for bilingual students, with intense emphasis on writing. Major emphasis placed on anthropological linguistics; special focus on political and cultural history of U.S. Latinos/as: issues of immigration, bilingualism, English-Only. Interdisciplinary readings by Latin American, Caribbean and U.S. Latino/a authors, as well as interdisciplinary film. Group activism project targets Latino communities in Utica and surrounding areas. Intense interaction focused on discussion and oral and written argumentation. (Writing-intensive.) (Proseminar.) Prerequisite, Only for Heritage Speakers, placement exam or consent of instructor. Not open to senior concentrators. Maximum enrollment, 16. C Fernandez.

[207S] Creative Reading and Writing.

A study of poetry and a workshop examining the works of Spanish-speaking poets of the 20th and 21st century, focusing on experimental poetry. Once familiar with different styles and techniques, we will begin an autobiographical poetry project: images, recording oral poetry and writing. The final project consists of a poetry booklet and a public reading/spoken word session. Prerequisite, 200 or 201 or consent of instructor. Not open to senior concentrators. Taught in Spanish.

210S Introductory Study of Spanish Literature.

Intensive study and analysis of cultural concepts and selected literary works of Spain. Introduction to basic critical skills for literary and cultural analysis as applied to texts studied. Emphasis on oral performance, student participation and on original application of critical methodology in writing projects. (Writing-intensive.) (Oral Presentations.) Prerequisite, 200 or 201 or consent of instructor. Taught in Spanish. Enrollment priority will be given to concentrators. Not open to senior concentrators. Maximum enrollment, 20. .

211F Introductory Study of Latin American Literature.

A selected overview of cultural concepts and literary movements and genres in Latin American literatures. Special emphasis on representative works of selected historical periods. Introduction to basic critical skills for literary and cultural analysis as applied to texts studied. Emphasis on oral performance, student participation and original application of critical methodology in writing projects. Taught in Spanish. (Writing-intensive.) (Oral Presentations.) Prerequisite, 200, 201 or consent of instructor. Not open to senior concentrators. Maximum enrollment, 20. Jessica Burke.

[212] Narrating Medieval Iberia.

Samples popular short-narrative genres (ballads, legends, exemplary stories) and their recurring themes in Medieval Spain. We will explore the rich variety of sources (oral, literary) and traditions (classical, Islamic, Christian, Jewish) in order to gain a multifaceted view of this complex and fascinating period in Spain's history. Readings include romances, Hispano-Arabic and Hispano-Hebrew poems, excerpts from the great framed-narrative collections (El conde Lucanor, among others) and the Libro de buen amor, as well as popular stories of heroes and saints, and travelogues. Prerequisite, 210 or 211 or consent of instructor. Taught in Spanish.

213F Ficciones del delito.

Analysis of the representations in Latin American fiction of such issues as delinquency, murder, marks of difference, language and social justice, and the critical perspectives which these phenomena engender. Works by Arlt, Borges, Puig, and others. Prerequisite, 210 or 211, or consent of instructor. Not open to senior majors. Prerequisite, HSPST 210 or 211. Cecilia Hwangpo.

217S Introduction to US Latino/a Literatures.

Examination of cultural production of representative U.S. Latino/a writers, filmmakers and visual artists from the civil rights movement to present. Focuses on the rewriting of contextual history of Latinos within the United States through interdisciplinary texts. Emphasis placed on literary, cultural and historical/political analysis, feminist criticism and anti-racist pedagogies. Prerequisite, HSPST 200. Taught in Spanish. (Same as Women's Studies 213.) Maximum enrollment, 16.

219S Advanced grammar review and practical application.

Rigorous review of Spanish grammar at the very highest level, including study of the more complex structures relating to the use of the subjunctive, the passive voice and reflexives, the preterite and imperfect tenses, expressions of probability, and the expansion of expository vocabulary. Considerable effort will be devoted to the development of a mature style of writing, but emphasis will be placed on the learning and oral practice of grammatical structures. Especially recommended for Spanish majors or minors in their sophomore year, those planning to study abroad or future teachers of Spanish Prerequisite, 200, 201 or consent of instructor. Taught in Spanish. Maximum enrollment, 20. Maria Willstedt.

[Spring 2010 01](#) (Sedo Del Campo M)

[223F] Introduction to Hispanic Cinema.

An introduction to film in the Hispanic world, exploring the development of different national traditions within Latin American and Spanish Cinema. At the same time, covers some of the basic tools for interpreting and writing about film. Editing, sound, cinematography and mise-an-scène are some of the key terms and concepts studied in order to understand how viewers and filmmakers create meaning in films. Particular attention to the interrelation of cinema and culture, and the intersection of aesthetics and politics. Prerequisite, 210 or 211. Taught in Spanish.

[224S] Women in Spanish Literature and Film: "Chicas de película".

With an emphasis in the last two decades, this class will focus on literary and visual constructions of women in Contemporary Spain. Movies, poems and short stories will help us ask questions and explore ideas concerning Spanish women and society such as war and gender violence, immigration, sexualities, citizenship, interpersonal relationships, masculinities in transition, etc. Films and literary texts by Bigas Luna, Isabel Coixet, Iciar Bollain, Anna Rossetti and Carme Riera, among others. Prerequisite, 200 or

201 or consent of instructor. Taught in Spanish.

[229] Spanish for the Professions.

Study of the vocabulary, expressions and functional use of Spanish in professional contexts. Fields covered will be medicine, business, law and social services, among others. This is an ideal course for students who wish to continue using Spanish in their career or simply want to expand their vocabulary base. Taught in Spanish. Prerequisite, 200, 201 or consent of the instructor.

250F Journey into Spanish Cultures.

A study of the cultures of Spain, including history, music, painting and other aspects of Spanish civilization which reflect or have contributed to the development of modern Spanish perspectives. Emphasis on contemporary social and political events. Taught in Spanish. Prerequisite, 200, 201 or consent of instructor. Not open to senior majors. Tubau.

[251S] Cultural Studies in Latin America.

Analysis of Latin American cultural history of the 19th and 20th centuries. Study of interdisciplinary cultural texts — maps, films, journalism, popular magazines and music — that represent relevant moments in or challenges to the consolidation of political and cultural identities. Particular attention paid to the figures and voices of criollos, indios, negros and sexual minorities. Taught in Spanish. Prerequisite, 200, 201 or consent of instructor.

257S The World of Spanish Art: From the Alhambra to Guernica.

Intensive study of the artistic production of Spain, as reflected in the most significant expressions of architecture, painting and sculpture, along with the cultural and historical context in which these works were created. To be included, among others: Moorish, Romanesque, Gothic, Renaissance, Baroque, Neoclassic and Modernist styles (in architecture); El Greco, Velázquez, Zurbarán, Ribera, Murillo, Goya, Sorolla, Picasso and Dalí (in painting); and Vasco de la Zarza, Bigarny, Diego de Siloé, Juni, Montanás, Cano, Mena, Berruguete (in sculpture). Prerequisite, 200, 201 or consent of instructor. Taught in English (Spring 2015). (Same as Art History 257.) Medina, J.

259S Second/Foreign Language Development and Learning Strategies.

The purpose of this course is to provide an overview of the findings on second/foreign language development and learning strategies over the last 4 decades. Students will read about and discuss the key issues in second/foreign language acquisition process, different acquisition models, and learning strategies involved in the different stages of second language development. Students will also learn to carry out interlanguage data collection, 4 types of data analysis (contrastive, error, performance, and discourse analyses) used in the second language acquisition field. Taught in English (Same as East Asian Languages and Literatures 259 and Education Studies 259.) Hong Gang Jin.

[261] Writing, Self and Nation in Latin America.

Study of the relationships between literature and society during the 19th and 20th centuries in Latin America. Different instances in the articulation of national identity and struggle for cultural independence will be considered through the reading of pertinent texts. Particular emphasis on salient political ideas ingrained in literary narratives. Among authors studied are Jorge Isaacs, Clorinda Matto de Turner, José Asunción Silva, Mariano Azuela, Mayra Santos-Febres, Alberto Fuguet and María Luisa Bombal. Prerequisite, 210, 211 or consent of instructor. Taught in Spanish.

[263] 1968: Massacre in Tlatelolco, Mexico City.

On the night of Oct. 2, 1968, a student demonstration ended in a massacre of hundreds in the Plaza de Tres Culturas in Tlatelolco, Mexico City. A shocked nation watched as the government claimed that extremists and Communist agitators had provoked the violence, while witnesses declared that the demonstrators were unarmed. Various reporters, scholars, historians and writers have attempted to explain the events of Tlatelolco. Considers the effect of this monumental event on Mexican society as represented through the press, Mexican literature, art and film. Prerequisite, 200 or consent of instructor. Taught in Spanish.

[269] The Art of Translation.

A study of translation theory and its applications in Spanish to English and English to Spanish. Includes a comparative study of the grammatical structure of both languages, terminology building and ample practice with translations in various fields. (Writing-intensive.) Prerequisite, 200, 201 or consent of instructor. Taught in Spanish. Maximum enrollment, 20.

[270] Special Topics in Spanish Literature and Culture.

Taught in Spanish. Prerequisite, 210, 211 or consent of instructor. Normally not open to senior concentrators.

[271] Special Topics in Latin American Literature and Culture Envisioning the Real: Fantasy, Fact and Fiction in Latin American Literature.

This course studies various literary representations of “reality” in Latin American texts from the colonial period to the present day. Special attention is given to the representation of history and truth in texts that explore the concept of identity on both the individual and national level. Taught in Spanish. Pre-requisite HSPST 210 or HSPST 211 or consent of professor. Prerequisite, 210, 211 or consent of instructor. Taught in Spanish.

[281] Introduction to Latin American Short Fiction.

Critical reading and interdisciplinary discussion of selected Latin American short fiction. Designed to familiarize students with the poetics of the Latin American short story and its relationship to pertinent literary movements. An intercultural examination of the artistic components of various Latin American short stories within their socio-historical contexts. Readings will include works by Borges, Quiroga, Cortázar, Rulfo, Valenzuela, Castellanos, García Márquez and others. Prerequisite, 210 or 211 or consent of instructor. Taught in Spanish.

283S Understanding the Contemporary Hispanic Caribbean World.

In each of the three Hispano-Caribbean islands toward the 1950s, different political fall-outs produced a corpus of texts distinct from that of their predecessors. The Cuban Revolution, the death of the Dominican dictator Trujillo, and Puerto Rico's new political status as a U.S. Commonwealth all spurred a reconsideration of literature and other media as a socio-political space in which to articulate new notions of cultural identity. This course, through poetry, film, music and narrative, examines the cultural shifts and their aesthetic correlates arising from these fracturing events. (Writing-intensive.) (Oral Presentations.) (Proseminar.) Prerequisite, HSPST 200. Maximum enrollment, 16. Rodríguez-Plate.

[285] The Hispanic Transatlantic.

Exploration of cultural interactions between Spain and Latin America, and among Spain, Latin America and the U.S., in literature, music, film and popular culture from the early modern period to the present. Topics include imperialism; the relationships between modernity and colonialism; diasporas; contact zones; transculturation; rearticulation of transnational identities; coexistence in difference; borderlands; mestizo cultural spaces; cultures of resistance. Authors include Guamán Poma, "Clarín," Rosalía de Castro, García Lorca, Vallejo, Guillén, Anzaldúa, Ramos Otero, Manu Chao. Prerequisite, 210, 211 or consent of instructor. Taught in Spanish.

[290S] Recovering a Lost Memory: Cultural Representations of the Spanish Civil War and its Aftermath.

The Spanish Civil War and its aftermath shaped 20th-century Spain. This course centers on a selection of novels and films which reconstruct, evoke and explore this traumatic event and its consequences in different ways. We will also explore current efforts in Spain to recover what is referred to as an "historical memory" ("memoria histórica") of both the war and the Franco dictatorship which followed it. Issues of trauma, exile, memory, identity and gender will be studied. Works by Martín Gaité, Matute, Rodoreda and Chacón among others. Prerequisite, 210 or 211 or consent of instructor.

[300] Medieval Spanish Literature.

An in-depth view of the beginning and early development of Spanish literature, emphasizing key works that serve as precursors to later Spanish and Latin American literatures, including Jarchas, El Poema de Mío Cid, Auto de los Reyes Magos, El Conde Lucanor, Libro de Buen Amor, poetry of the Romancero, Coplas por la muerte de su padre, Cárcel de Amor and La Celestina. Taught in Spanish. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201, including 210 or 211 or consent of instructor.

301/401S Modernismo.

Contextualized study of the Latin American and Spanish literary movement that broke away from the naturalist tradition and anticipated the avant-garde. Analysis of innovative literary premises in essay, prose fiction, chronicle, theatre and poetry through focus on the new consciousness of the "modernista" writer's role in turn-of-the-century society. Examination of related notions of exoticism and escapism in the context of continental modernization. Prerequisite, Taught in Spanish. two 200-level courses in Hispanic studies above 200 or 201, including 210, 211 or consent of instructor. Senior concentrators who plan to write their senior research project in this course must take it as 401. Maximum enrollment, 16. M Cecilia Hwangpo.

303/403S Representing Gender in Latin America.

Approaches gender studies through critical analysis of Latin American literature, film and social movements. We study representations of femininity and masculinity in Latin American culture and their historical roots, considering traditional gender roles and more contemporary attempts to break with social expectations linked to sex and gender, as well as the complex interactions of gender with nationality, class and sexual orientation. Discussions center in issues of representation, identity and "equality." Readings include both literary texts as well as gender theory. Prerequisite, Two 200-level courses in Hispanic studies above 200 or 201, or consent of instructor. Taught in Spanish. (Same as Women's Studies 303/403.) Maximum enrollment, 16. Burke.

[306] Literary Masterpieces of the Spanish Golden Age.

Detailed analysis of the most notable dramatic, poetic, and narrative creations of the sixteenth and seventeenth centuries in Spain. Works studied will include the anonymous precursor of the picaresque mode, novelas ejemplares of Cervantes, plays of Lope de Vega, Tirso de Molina and Calderón, and poetry of Garcilaso, Fray Luis de León, San Juan de la Cruz, Quevedo and Góngora. Prerequisite, 210 or 211 or consent of instructor. Taught in Spanish.

[313F] The Latin American Dictator Novel.

An exploration of the formation and evolution of Latin American novels of dictatorship from the mid-nineteenth to the late twentieth century. Themes include the relationship between power and writing, allegories of authority, and textual methods of resistance. Readings include Sarmiento, Asturias, Roa Bastos, García Márquez and Vargas Llosa. Prerequisite, 210 or 211 or consent of instructor. Taught in Spanish.

314F 20th-21st Century Spanish Narrative: Representing Reality and Spanish History after the Death of Franco.

The class will study novels, short stories, films, blogs, and other forms of artistic expression produced in Spain during the 20th and the 21st century. We will discuss essays and articles related to these works, primarily concerning the conscious amnesia of many Spaniards regarding the Civil War and Dictatorship of Francisco Franco, and how to move forward and represent new realities in an age of media and new technologies. Among the authors we will read are: Carmen Martín Gaité, Juan Marsé, Ray Loriga, Agustín Fernández Mallo, Javier Cercas, and Eduardo Mendoza. (Proseminar.) Prerequisite, Two 200-level courses in Hispanic studies above 200 or 201 including 210 or 211 or consent of instructor. Taught in Spanish. Maximum enrollment, 16. Paul Norberg.

[319] Latin American Dialectology.

A study of the major dialects of Latin America, including their origins, development and geographical extension. Students will learn the basics of dialectology, sociolinguistics and phonetic transcription while increasing their general knowledge of Spanish. Taught in Spanish. Prerequisite, two 200-level courses in Hispanic Studies above 200 or 201 or consent of instructor.

[322] Gender and Writing in Spain.

The course will focus on the analysis of literary texts written by contemporary Spanish women writers, mostly from the 60's to the present. Some attention will be paid to older texts, which are part of the recuperation of historic memory, and to religious-cultural icons to which women writers respond. Movies, theoretical and legal texts and documentaries will also be an important part of the course. The course will analyze the way these texts question rigid gender structures as they confront, dissolve, re-write a constructed androcentric reality and create a more welcoming society for all. Prerequisite, Two 200-level courses in Hispanic studies above 200 or 201 including 210 or 211 or consent of instructor. Taught in Spanish.

[323] The Power of Looking: Re-imagining the Nation in Hispanic Films.

An in-depth study of the history and poetics of Hispanic films from the double perspective of Hispanic cultural contexts and the development of cinema as artistic expression. Examines how props, lighting, acting, editing, etc. say more than the words in the script. We will discuss how all these elements reflect the cultural visions and beliefs of different Hispanic filmmakers and the times and places they came from. The readings will focus on film theory and film history within the context of nationalism in the Hispanic World. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201, or consent of instructor. Taught in Spanish.

[329] History of the Spanish Language.

A study of the historical development of the Spanish language from its origins in Latin to the present day. Covers changes in sounds, word formation, grammatical structure and vocabulary, and their manifestation in Old Spanish texts. Students who enroll in this course should have an interest in analyzing the structure of the language. No familiarity with Latin is required. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201 or consent of instructor. Taught in Spanish. Fulfills the pre-1800 requirement for the Spanish concentration.

330/430S Early Modern Spanish Drama: Aesthetics, Ideology and Society.

The 17th century produced some of the most important, influential and interesting works in the history of Spanish theater. Through a detailed analysis of key dramas of the Early Modern period we focus on the emergence and development of theater in Spain, as well as the study of its different subgenres. Pays close attention to the aesthetics of representation as well as sociopolitical and ideological questions. Works by Cervantes, Tirso de Molina, Lope de Vega, Calderón de la Barca and Juana Inés de la Cruz. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201, or consent of instructor. Maximum enrollment, 16. Xavier Tubau.

[Spring 2009 01](#) (Medina J)

[333] Latin American Theatre.

Analysis and discussion of 20th century plays in light of major theatrical movements such as the Theater of the Absurd, the Epic Theater, Metatheater and the Theater of Cruelty. Examination of construction and critiques of self, power, society and political identities. Readings from such leading playwrights as Usigli, Marqués, Gambaro, Wolff, Carballido and Cossa. Prerequisite, Two 200-level courses in Spanish above 200 or 201 including 210 or 211 or consent of instructor. Taught in Spanish. Maximum enrollment, 16.

[340] Twentieth-Century Spanish Theatre.

Study of the development of the theatre in Spain as a reflection of the artistic, social and historical turmoil that led to the Spanish Civil War, Franco and the present democratic monarchy. Emphasis on critical reading and discussion of works by such authors as Ortega y Gasset, Benavente, Grau Valle-Inclan, Garcia Lorca, Buero Vallejo, Sastre, Arrabal, Muniz, Ruibal, Fernan Gomez, Martinez Ballesteros and Paloma Pedrero. Taught in Spanish. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201 or consent of instructor.

[341/441] Memory, History and Fiction: Postdictatorship's Narratives in Latin American Southern Cone.

After dictatorships, transitions to democracy tend to be based on collective "pactos de olvido." In these cases, literature, cinema and other "fictions" become places where memory can be constructed, unsettling current dominant historical discourses. This course explores the representation of historical truth when the past is related to traumatic events, as in Uruguay, Argentina and Chile in the 1970's and 1980's. Authors include Juan Gelman, Julio Cortázar, Cristina Peri Rossi, among others. Films from aforementioned countries will also be studied. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201, or consent of instructor.

343/443F Contemporary Latin American Novel.

Critical reading of representative Latin American novels from the "Boom" to the present. Authors include Fuentes, García Márquez, Donoso, Puig, Ferré and Boulosa. Prerequisite, Two 200-level courses in Hispanic studies above 200 or 201 including 210 or 211 or consent of instructor. Taught in Spanish. Maximum enrollment, 16. Burke.

[345] The Female Autograph: Women's Writing in the Hispanic World.

Cross-cultural study of women's literary texts in Spain, Latin America and the United States. Textual analysis grounded in feminist literary, social theories and critical frameworks; particular attention paid to women's agency and writing as transgressions in patriarchal symbolic order, to the consideration of a generolecto (women's specific literary inscription) and to theoretical and

critical approaches to gender and writing. Taught in Spanish. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201 including 210 or 211 or consent of instructor. (Same as Women's Studies 345 .)

[353/453] The Detective Story in Latin America.

An exploration of the detective story in Latin America. While the detective story attained its iconic status with the Sherlock Holmes capers by Arthur Conan Doyle in the late 19th century, the genre has been popular and prolific in Latin America for all of the 20th century. We will examine the conventions and traditions of the whodunit as well as the ways in which Latin American detective fiction departs from those norms. Readings by Jorge Luis Borges, Mario Vargas Llosa, Gabriel García Márquez and Roberto Bolaño, among others. Prerequisite, 210 or 211 or consent of instructor. Taught in Spanish.

[360] The Generations of 1898 and 1927.

This course will be a study of the ideas, trends and new concepts of Spanish literature at the end of the 19th century and beginning of the 20th century, spurred on by historical challenges (loss of Empire) and social unrest (political upheaval) in Spain. José Ortega y Gasset's *La deshumanización del arte* will serve as a theoretical bridge between the two generations. We will also question the validity of these categories and problematize the anointing of literary generations. (Proseminar.) Prerequisite, two 200-level courses in Hispanic studies above 200 or 201, or consent of instructor. Maximum enrollment, 16.

[362/462S] Literature on Film.

This course will focus on the film adaptations made of Spanish plays and novels and on the texts that originated them. How does verbal translate into visual? How does film narrate or dramatize differently (if so) than literature? Readings will include contemporary as well as classical literary works and the viewing and analysis of their film adaptations: Lope de Vega, García Morales, Manuel Rivas, Fernando Aramburu among others, and movies by Pilar Miró, Erice, Cuerda, Viscarret, and Uribe. Prerequisite, Two 200-level courses in Hispanic studies above 200 or 201 including 210 or 211 or consent of instructor. Taught in Spanish.

[365/465] Transatlantic Cinema.

An interdisciplinary and intercultural examination of the artistic components of various Latin American, Latino and Spanish films within their socio-historical contexts. Films include: *Los Olvidados* (México 1950); *La boca del lobo* (Perú); *Frida, naturaleza viva* (México); *Yo, la peor de todas* and *Bolivia* (Argentina); *A hora da estrela* (Brasil); *Mechuca* (Chile); *Guantanamera* (Cuba); *El espíritu de la colmena* and *¿Qué he hecho yo para merecer esto?* (España); *La pelota vasca: La piel contra la piedra* (Euskadi); And the Earth did not Swallow Him (EEUU). Taught in Spanish. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201, or consent of instructor. Senior concentrators who plan to write their senior research project in this course must take it as 465.

370/470S Postmodern Spain: New Narratives and New Technologies.

Multiple electronic media keep us informed and connected, and in so doing have dramatically altered contemporary social life. In this course we will analyze recent Spanish writings on New Media (social media, YouTube). Focusing on new trends in electronic writing, mixed media, and blogs, class assignments will include online literary journals as well as e-books and other New Media productions. Prerequisite, 210, 211 or consent of instructor. Maximum enrollment, 16. Norberg.

371F Special Topics in Latin America/Latin American Media Studies: Media as Social Object.

This course assesses the deployment of media in society, and, in particular, in Latin America. Working with media objects that range from the internet to artists' books, we will explore both the emancipatory and disciplinary potential of technological and media artifacts, especially as they relate to postcolonial contexts. Prerequisite, 210 or 211 or consent of instructor. Taught in Spanish. Jessica Gordon-Burroughs.

[377] Latino/a Experiences in the United States.

Rigorous examination and historico-political analysis of U.S. Latina literary production and poetics with focus on short story and drama (including performance art). Examination of construction and critiques of self, gender, society and political and sexual identities. Course analysis framed by feminists literary theories and criticism, and anti-racist pedagogy. Authors will include Ana Castillo, Sandra Cisneros, Cherríe Moraga, M. H. Viramontes, Nicolasa Mohr, Migdalia Cruz, Marga Gómez. Prerequisite, two 200-level courses in literature or consent of instructor. No knowledge of Spanish required. Taught in English. (Same as Women's Studies 379.)

380/480F Cervantes' Don Quijote.

Careful analysis of the style, characterization, theme and structure of Spain's greatest literary masterpiece, and the study of the work's relationship to the major social and intellectual currents of the 17th century. Taught in Spanish. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201 including 210 or 211 or consent of instructor. Maximum enrollment, 20. TBA.

[385/485] Travel and Writing in Spain and Latin America.

Analysis of travel narratives and representations of travelers as models of contact within the cultures of globalization from the early 19th to the 20th centuries. Topics include: travel as metaphor; economies of displacement and travel; identity; indianos (women) travelers and migrants as cultural agents; migration; exile; pilgrimage; diaspora cultures. Authors include Condesa de Merlín, Flora Tristán, "Clarín," Pereda, Galdós, Martí, Carmen de Burgos, García Lorca, Mistral, Teresa de la Parra, Luis Rafael Sánchez, Manuel Ramos Otero. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201 including 210 or 211 or consent of instructor. Senior concentrators who plan to write their senior research project in this course must take it as 485.

[390] Jewels of Spanish Poetry.

Close textual examination, at the most advance level, of some of the most memorable poems produced in Spain from the Renaissance to the 20th century. Offers an appreciation and enjoyment of various forms of poetic expression, along with an

understanding of the literary, social and historical context that influenced their creation. Prerequisite, 200, 201 or consent of instructor. Taught in Spanish.

[391/491] Strategies of Resistance in Hispanic-Caribbean Literature: From Slavery to Racial Consciousness.

Examines the emergence of the African culture in the Hispanic-Caribbean, taking into consideration some literary texts from the 19th and 20th centuries. We will study how the voice of the margins has been excluded or included, and consciously manipulated. We will analyze the concept of "race" and its intricate relations with issues of gender, class and cultural politics. Some of the problems to be considered are: the anthropological representation of the Other, the object/subject of slavery, racial stereotyping and oppression, religion, sexuality and interracial love. Prerequisite, 210, 211 or consent of instructor. Taught in Spanish.

400F Senior Seminar Topic for 2015-16 Borders and Bodies.

How are borders manifested as result of transnational events? How are borders and the borderlands perceived? In what ways do artists embody borders through performance art and other forms of cultural expression? This course analyzes literature, performance arts, and films that deal with the geopolitical dynamics of the U.S. – Mexico border. An emphasis on intersections with history, politics, visual culture, and gender studies will be reflected throughout the course. Taught in Spanish. Open to seniors only. Required for senior concentrators who are candidates for honors and strongly recommended for all other senior concentrators. Hispanic Studies concentrators will be given preference over other seniors. Maximum enrollment, 12. Fernandez, C.

550S Honors Project.

Independent study program for students who qualify as candidates for departmental honors. Students will work closely with a thesis advisor (chosen from among the Hispanic studies faculty) who will direct and guide the preparation and oral defense of the thesis. Students will normally also choose a second reader. Students must normally have an average of at least 90 in the courses counting toward the concentration at the end of the first semester of the senior year in order to qualify. Honor concentrators must normally take the Senior Seminar (400) during the fall of their senior year. The Department.

History

Faculty

Doug Ambrose

Celeste Day Moore

John T. Eldevik

Kevin P. Grant, *Chair*

Maurice Isserman

Shoshana Keller

Alfred H. Kelly

Robert L. Paquette

Lisa N. Trivedi

Thomas A. Wilson

A concentration in history consists of 10 courses. Each concentrator must take a Writing Intensive 100-level history course, and no more than two 100-level courses may be counted toward the concentration. A concentrator must also take at least four courses at the 300 level or higher.

A concentrator's courses must provide acquaintance with a minimum of three areas from among Africa, Asia, Europe, Latin America, the Middle East, Russia and the United States. At least three courses must focus upon areas outside of Europe and the United States. [Starting with the Class of 2012, at least one course must focus on the U.S., one course on Europe, and three courses on Africa, Asia, Latin America, the Middle East, or Russia.] A concentrator in history must also take at least one course in premodern history. The department encourages concentrators to develop competence in a foreign language and to use that competence in their historical reading and research. To earn departmental honors, concentrators must have completed at least one year of college-level study in a foreign language.

Concentrators may fulfill the department's Senior Program requirement through satisfactory completion of either of the following options:

Research Seminar (401). Concentrators may fulfill the Senior Program requirement through satisfactory completion (a grade of at least C-) of the research seminar. This course may emphasize the critical evaluation of scholarship in a specific field, culminating in a historiographical essay or primary research culminating in an original essay.

Independent Senior Thesis (550: one course credit). Concentrators with a departmental grade point average of 3.5 or higher may, with the permission of the department, pursue an individual project under the direct supervision of a member of the department. To earn departmental honors, concentrators must have a departmental grade point average of 3.7 or above in their coursework by the end of the sixth semester and earn a grade of A- or higher for the independent senior thesis. Finally, to earn departmental honors, concentrators must have completed at least one year of college-level study in a foreign language and make a public presentation of the senior thesis.

A minor in history consists of five courses, of which one must be at the 100 level and at least one must be at the 300 level or higher, as approved by the department. Only one 100-level course will count toward a minor.

A student wishing to be certified to teach social studies in grades 7-12 should contact Susan Mason, director of the Education Studies Program, as early as possible.

100F Murder, Civil War, and Opera.

Ivan the Terrible murdered his heir, and left Russia to face economic collapse and mass hunger without a stable government. Then things got really bad. Did Boris Godunov murder Tsarevich Dmitri? Was the First False Dmitri for real? Only Pushkin knew for sure, but it took Modest Musorgsky to wrap it up in the greatest Russian opera of all time. This course will explore the relationships between history, art and national identity in Russia. (Writing-intensive.) Maximum enrollment, 20. Shoshana Keller.

[Fall 2009 01](#) (Keller S)

[Fall 2012 01](#) (Keller S)

102F Atlantic World in the Era of the Slave Trade.

Survey of the development of the world economy from the 15th to the 19th centuries, with emphasis on the interrelations of Western Europe, Africa and the Americas. Stress on basic skills in the study of history. (Writing-intensive.) Maximum enrollment, 20. Paquette.

104S Europe and its Empires, 1500-2000.

A survey of European exploration, imperial expansion and post-colonial society. Examines European debates over the principles

and objectives of imperialism in the Americas, the Pacific and Africa. Illuminates changing views toward culture, economics, race, gender and nationality. Stress upon basic skills in the interpretation of historical texts and writing. (Writing-intensive.) Maximum enrollment, 20. Grant.

109F,S Early Modern Western Europe, 1450-1800.

Survey of transformation of Western Europe from the Renaissance through the French Revolution. Focuses on social, political, economic and intellectual developments; examination of primary sources and secondary studies. Stress on basic skills in the study of history. (Writing-intensive.) Writing Intensive in the fall. Maximum enrollment, 20. Ambrose.

110F An Introduction to the History of the United States, 1492-1861.

Introduction to U.S. history and the exploration and settlement of British North America, the encounter between Europeans and Native Americans, the colonial era, the American Revolution, the Federalist Era, and 19th-century U.S. history including the growing national division over slavery, concluding with the onset of the Civil War. Paquette.

111S An Introduction to the History of the United States, 1861-2001.

Introduction to U.S. history and an overview of the Civil War and Reconstruction, the emergence of the U.S. as a global power, progressivism and the New Deal, the Cold War, the liberal and radical insurgencies of the 1960s, and the conservative revival of the 1970s to the present. Isserman.

117F Europe Since 1815.

A survey of European history in a global context since the Napoleonic period. Focuses on political, social, economic and cultural developments. Stress on basic skills in the study of history. (Writing-intensive.) Maximum enrollment, 20. Kelly.

[Fall 2007 01](#) (Kelly A)

124S Silk Road.

The silk roads were a network of trade routes from China to the Mediterranean Sea. This course explores ancient Eurasian trade, language, religion, art and power as Chinese, Turks, Persians, Arabs, Greeks, Mongols and many others interacted across vast distances. We will study how historians think, considering texts, archeology, linguistics, and art as sources of evidence. (Writing-intensive.) Stress on basic skills in the study of history. Maximum enrollment, 20. Keller.

[144S] Indian Buddhism.

The course explores Indian Buddhism by studying essential beliefs, doctrines, institutions, and popular practices. The origins and establishment of Buddhism in ancient India, traditional interpretations of the Buddha's teachings (Dharma), growth and development of the Buddhist community (Sangha), Buddhist practices and transmission in different areas of South Asia, and the revival of Buddhism are among the topics. Participants engage with analysis and discussion of readings from secondary textbooks as well as original literary, epigraphic, and archaeological sources. (Writing-intensive.) (Same as Religious Studies 144.) Maximum enrollment, 20.

[146S] Christianity to 1500.

A survey of the origins and development of the Christian religion in its social, political, and cultural contexts from the first century CE to the eve of the Protestant Reformation. Special consideration will be given to questions of orthodoxy versus heresy, the cult of saints, and the impact of Christian theology on the construction of class, gender, and identity in medieval Europe. Stress on basic skills in the study of history. (Writing-intensive.) (Same as Religious Studies 146.) Maximum enrollment, 20.

150S Myth and History of the Middle Ages.

Here's the inside scoop on all those stories you've heard about medieval history! This course will critically examine famous battles, trials, scandals, plagues, and books that changed the course of history in the Middle Ages, and perhaps of Western Civilization itself. Or did they? From the barbarian invasions to Viking raids to the origins of the Renaissance, nothing is really as it seems when we start asking what the original sources really say and what we can really know about the past. (Writing-intensive.) Stress on basic skills in the study of history. Maximum enrollment, 20. Eldevik.

154F,S Race and Empire in Modern America, 1890 - Present.

The course will closely examine race and empire in the late-nineteenth and twentieth-century United States. Drawing on novels, essays, poetry, visual representations, sound recordings, course discussions will consider the reproduction of race alongside the growth of US economic, cultural, political, and military power overseas, including Africa, Southeast Asia, the Caribbean, and Latin America. The course will not only reveal how imperial networks have shaped racial categories in the United States but also clarify the formation of transnational political and cultural affiliations (eg, Pan-Africanism, anticolonialism, hip-hop, and mestizo culture). (Writing-intensive.) Stress on basic skills in the study of history. Maximum enrollment, 20. Day Moore.

155F The Megacity in Global Perspective: Power, Space, and Everyday Life.

Today the world has 28 megacities, with populations of 10 million or more people. Sixteen of these cities are in Asia. By 2030 there will be 41 megacities, with Tokyo and Delhi the largest urban conglomerations with 37 and 36 million people. Drawing upon novels, ethnographic accounts, historical documents, architectural and design plans, the course explores space and economic opportunities, contestations over infrastructure, and attempts to address gender, ethnic, and income disparities, human resourcefulness and entrepreneurship. (Writing-intensive.) Stress on basic skills in the study of history. Maximum enrollment, 20. Moatasim.

160F Medieval Europe and the Mediterranean.

This introductory survey traces the history of the medieval world following the breakup of the Roman empire in the fifth century through the fall of Constantinople to the Ottoman Turks in 1453. Special emphasis will be given to the Mediterranean as an evolving locus of cultural and religious interaction, exchange, and conflict between the Latin West, Byzantine East, and Islamic realms of North Africa and the Middle East. Readings for the course will be drawn mainly from primary sources. Eldevik.

[175F] Europe and the World since 1815.

A survey of European history in a global context since the Napoleonic period. Focuses on political, social, economic, and cultural developments and their influences outside of Europe. Topics include imperialism; the Ottoman Empire in World War I; the spread of European ideologies; decolonization; and recent immigration to Europe.

178F South Africa: From Colonialism to Democracy.

South African history from the Dutch settlement in 1652 to the development of a multiracial democracy after 1994. Reading and discussions will focus on the colonial experience of South Africa, emphasizing issues of labor, race, and gender. These issues will be explored through the experiences of indigenous peoples, migrant laborers, the 'coloured' community, Afrikaners, and British settlers. Then we will examine how civil rights activists attempted to bridge the divides of South Africa, while struggling against the brutal oppression of the segregationist apartheid regime. Not open to students who have taken H278 Grant.

180F Exploring Culture in the Great Cities of Asia.

An interdisciplinary exploration of Asian cultures through cities in China, India and Japan from early times to the 20th century. Examines the history and geography of greater Asia; its diverse peoples and their philosophical and literary traditions; their religious and commercial practices; and their art. (Writing-intensive.) (Same as Asian Studies 180.) Maximum enrollment, 20. Trivedi and Wilson.

[Fall 2010 01](#) (Wilson T, Amar A, Bradley F)

[Fall 2013 01](#) (Trivedi L, Wilson T)

[Fall 2014 02](#) (Wilson T, Trivedi L)

[202F] Late Antiquity and the Early Middle Ages.

The Dark Ages aren't what they used to be! This course surveys the social, economic and religious history in Europe and the Mediterranean from ca. 200 to 1000 AD, with particular attention to questions of continuity between the Roman Empire and its successor states in the east and west, the rise of Christianity and Islam, and the creation of new ethnic identities and social structures in the post-Roman world.

[203] African-American History to 1877.

Traces African-American history from the slave trade through the end of Reconstruction. Course material will include secondary and primary sources, including slave narratives, court documents, photography, music, and advertisements. The course will consider broad themes, including agency and resistance, the relationship of race to categories of gender, class, and sexuality, and the meaning of freedom. (Same as Africana Studies 203.)

204S African-American History from 1877 to the Present.

Examines the history of African Americans in the post-emancipation United States, looking closely at black communities during periods of industrialization, migration, war, and globalization. Lectures and discussion will draw on primary sources, including films, novels, poetry, radio and television, and speeches. Conversations will focus on the diversity of experiences and identities that have comprised the African-American experience in the United States. (Same as Africana Studies 204.) Day Moore.

[207S] Europe and the Mediterranean 1000-1500.

The course will explore the civilization of the High and Late Middle Ages, from the Crusades to the Black Death and the Age of Exploration, with a particular focus on the growth of the commercial economy, the development of royal states and the papal monarchy, and the cultural impact of expanding contacts between western Europe and the wider Mediterranean and Near Eastern worlds. Readings will draw from a wide range of sources, from philosophical treatises, to travelogues, to mystical vision literature and vernacular poetry.

[212F] Modern Germany: 1789 to the Present.

Political, cultural and social developments, with emphasis on the authoritarian versus the liberal tradition, unity and modernization, the World Wars, Nazi tyranny, postwar division and unification.

[Fall 2007 01](#) (Kelly A)

[214F] Revolutions.

During the late eighteenth and early nineteenth centuries, the transatlantic world experienced a period of unprecedented upheaval, which, arguably, ushered in the modern world. The word "revolution" itself was transformed in meaning. This course will explore at both a theoretical and empirical level four revolutions: the American Revolution, the French revolution, the Haitian Revolution, and the Spanish American wars of liberation. What accounts for the disaffection? How did the causes, content, and consequences of these movements differ?

215F The American Civil War.

Examines the causes, conduct and legacy of the American Civil War, with particular attention to the debate over slavery, the divergent social, economic and cultural development of the southern and northern states, the religious dimension of the war, battle front strategy and home front mobilization, the politics of emancipation, reconstruction, redemption and reconciliation, and the

Civil War in popular memory down to the present. Ambrose.

217F Social History of Latin America.

Iberian America since the Conquest, emphasizing social structure and social change. Covers colonial background to modern Latin American societies, but focuses on late-19th century and twentieth century in Mexico, Brazil and Argentina. (Same as Sociology 217.) Gilbert.

[220] Contemporary Culture and Politics in India.

Cultural and political-economic dynamics in post-colonial India. Traverses early and more recent anthropological approaches to rural village social structure, including dimensions of hierarchy, gender, religion, communication and economy; relatively recent transformations in expressions thereof that are national in scope; and relatively new considerations of the importance of media, including cultural productions disseminated through audio-cassettes, film and television, as the economy undergoes neo-liberal transformations. Prerequisite, one course in anthropology, History/Asian Studies 180 or consent of instructor.

221F Early Russian History From Rurik to Alexander II.

A survey of Russian history from Kievan Rus' to the Great Reforms of Alexander II. Emphasis on the development of Russia from scattered principalities to empire and the struggle for an identity between Europe and Asia. (Same as Russian Studies 221.) Keller.

[Fall 2008 01](#) (Keller S)

[Fall 2009 01](#) (Keller S)

[Fall 2011 01](#) (Keller S)

[Fall 2012 01](#) (Keller S)

222S Modern Russian History.

Russia from the 1861 emancipation of the serfs to the present. Study of revolution and continuity throughout the modern period, with an emphasis on the multi-national character of the Russian/Soviet state. (Same as Russian Studies 222.) Keller.

[Spring 2006 01](#) (Keller S)

[Spring 2010 01](#) (Keller S)

[Spring 2013 01](#) (Keller S)

223S Gender and Violence in the Middle Ages.

This course serves as an introduction to the field of Medieval and Renaissance Studies. Drawing on multiple disciplinary perspectives, including those of literature, law, history, and art, we will examine the intersection of ideas about the body, gender, and violence in the European Middle Ages. Readings may include the Bible and early patristic writings; the lives of saints; poems and advice manuals on courtly love; depictions of women in the Crusades; Icelandic sagas; and perspectives on the trial of Joan of Arc. (Oral Presentations.) Prerequisite, One 100-level course in literature or history, or AP 4 or 5 in English or history. (Same as Literature and Creative Writing 223 and Medieval and Renaissance Studies 223.) Maximum enrollment, 24. Katherine Terrell and John Eldevik.

225F History of European Thought: 1600-1830.

Origins and development of the modern Western mind. Emphasis on the Scientific Revolution, modern political theories, the rise of secularism, the Philosophes and the Enlightenment, romanticism, conservatism, nationalism and German idealism. Kelly.

226S History of European Thought: 1830 to the Present.

Intellectual responses to the modern world. Emphasis on liberalism, positivism, Marxism, Darwinism, racism, the challenge of Nietzsche, the rise of social sciences and historicism, discovery of the unconscious, the problem of the masses, fascism, communism and existentialism. Kelly.

[Spring 2005 01](#) (Kelly A)

[229F] The American Founding: Ideals and Reality.

An intensive analysis of the philosophical ideals of the Founding Era (1763-1800) and their uneven realization. Social histories of various races, genders and classes will help illuminate the inherent ambiguities, weaknesses, strengths and legacies of the social and political philosophies of late 18th-century America. Prerequisite, Government 117, Philosophy 117 or a 100-level course in history. May count toward a concentration in either history or government. Not open to students who have taken History 240 or 374. (Same as College Courses and Seminars 229 and Government 229.) Maximum enrollment, 24.

230F Britain, Ireland, Empire, 1485-1688.

This course examines the shifting boundaries of sovereignty and religion in Britain and Ireland in the period from the founding of the Tudor monarchy to the Glorious Revolution. It simultaneously shows how England developed its power overseas through trade, colonization, and privateering. This course illuminates the disparate, multicultural societies over which the English monarchy extended its rule, demonstrating how tumultuous struggles to consolidate and sustain political authority in the 'Atlantic archipelago' corresponded with the global expansion of British commerce. Grant.

[231S] Britain, Ireland, Empire, 1688-2007.

This course examines the fraught relationship between Great Britain and Ireland from the Glorious Revolution to the era of New Labour and the Good Friday peace accord. It shows how British society was transformed by commerce and industrialization, and how the development and eventual collapse of the overseas empire influenced British politics and culture. In addressing the post-imperial era, the course places emphasis on the Cold War, the effects of the decline of Britain's industrial economy, and

immigration from the Commonwealth.

233S Laozi and Confucius in History.

Examination of the two most significant figures in Chinese history and the disciples and schools that traced their origins to them. Discussion of the texts attributed to Laozi and Confucius, the conflicting interpretations of their teachings from ancient times to the present, and the proliferation of schools that claimed to transmit their original meanings. An eminent Chinese historian once said, "Every era has its own Confucius. There are many different Confuciuses in any one era." This adage, as we shall see, applies to both. Prerequisite, One course on Asian history, religion, or philosophy, or consent of instructor. Wilson.

[235F] Women in Modern Asia.

Key dimensions of women's relationships to colonial and national states in Asia during the 20th century. Introduction to distinct cultural systems in Asia with emphasis on how religion, ethnicity and class shape lives of women in Asian societies. Roles of women in politics, economics and social reform under both colonial and national states. Extensive use of biography, autobiography and memoir. (Same as Women's Studies 235.)

239S The Making of Modern India, 1526-1947.

An intermediate-level survey of the history of South Asia from the Mughal Empire to independence. Comparative emphasis upon changes in social identities, political systems and economic life. Primary documents draw forward the perspective of rulers, merchants, women, reformers, workers, colonial officials and nationalists. Not open to first-year students in the fall. Trivedi.

[240] The Era of the American Revolution.

The American War of Independence gave birth to the modern world's first constitutional republic and fed a long struggle between the Revolution's ideals of republicanism and liberty. This course will consider the military campaigns as well as political and cultural influences in the revolutionary era: Reformed Protestantism, English governmental traditions, and the imperial crisis. The course will also provide an overview of the progress of the colonial crisis from the French and Indian War, the Revolutionary War, the "critical period," and the formation of the new Constitution.

[Spring 2013 01](#) (Ragosta J)

241F American Colonial History.

A survey of early America from European contact through the Revolution, with emphasis on Indian relations, settlement patterns, political, economic and social development, religious and cultural life, and regional similarities and differences. Not open to first-year students. Ambrose.

242S The Old South.

Examination of the development of Southern society from European settlement through the Confederacy. Emphasis on evolution of slavery and political development; religious, intellectual and cultural life; slave life and resistance; gender and family relations; secession; and the legacy of Southern history. Paquette and Ambrose.

243F Tocqueville's America.

Alexis de Tocqueville wrote one of the most influential assessments ever written about politics and culture in the United States. Tocqueville traveled widely and his insights into religion, slavery, private association, democratic procedure, individualism, and the American mind and character have been recited and explored by legions of writers. This course will center on reading Tocqueville's work to examine the strengths and weaknesses of the text. Not open to first-year students. Paquette.

[244S] Conflict and Coexistence in South Asia.

This course examines interaction, competition, conflicts and dialogues between Hinduism and Islam to study the process through which these traditions shaped the socio-religious and political landscape of South Asia. Themes include the emergence of new syncretic traditions, practices and rituals, kingship, conversion, communal conflict and riots, and modernity. The course problematizes understanding of these themes by combining secondary literature with primary (literary, epigraphic, and archaeological) sources and adopts an integrative approach. (Same as Religious Studies 244.)

[245S] The American Frontier.

The geography of the continental United States seems like the result of inexorable sea-to-sea growth. This survey of environmental history of the American frontier aims to upset this inevitability and approach US expansion as the accumulation of foreign landscapes that Americans shaped into the United States. The course challenges the idea of a westward-moving frontier that disappeared in 1890, instead following it as it moved overseas, into popular culture, and even beyond the earth.

[247] "Cracking India:" Historical and Literary Perspectives on Partition.

Interdisciplinary seminar investigates the 1947 partition of British India into the independent nations of India and Pakistan from multiple perspectives and drawing on a variety of sources, including conventional and oral histories, memoirs, fiction and film. Focus on gender and class as well as religious differences. Prerequisite, an introductory course in either history or literature.

[251F] Nineteenth-Century America.

A survey of American life from 1789 to 1900, with emphasis on the origins of political parties, the growth of democracy, sectional conflict and war, and the transformation of America from an agrarian to an industrial state.

254S Recent American History: The United States, 1941 to the Present.

A survey of American political, economic, cultural and social life from the start of the Second World War to the present. Topics

include the Second World War, the Cold War, McCarthyism, the Civil Rights Movement, the sixties and their aftermath, and the Reagan Revolution and its aftermath. Isserman.

256F Islam and Modernity in South Asia.

This course develops a nuanced understanding of Islam and its role in shaping socio-religious and political landscape of modern and pre-modern South Asia. Questioning misconceptions of Islam, it examines its mid-east origins, Qura'n, theology, law, religious practices, Shi'i and Sufi traditions, expansion in South Asia, colonialism, and modernity. Readings include secondary, literary, architectural and archaeological sources. Not open to students who have taken RELST 213: Islam and Modernity in South Asia (Same as Religious Studies 256.) Abhishek Amar.

[265] Priests, Warriors and Commoners in Early/Ancient India.

A factual and analytical study of South Asia History from the rise of the Indus Valley Civilization to the establishment of the Delhi Sultanate (ca. 2500 BCE-1200 CE). Introduces major processes, narratives and interpretations of early India by exploring urbanization, empires and regional states, mercantile and trade networks, and development and transformation of Buddhism and Hinduism. Adopts a multi-disciplinary examination of literary, archaeological and art-historical sources. Of interest to students of history, art history, literature and religion.

[270] Emperor, Courtier and Samurai in Japan.

Study of the politics, religion and literature of classical Japan, the social and political impact of the emergence of the samurai in medieval Japan, and "restoration" of imperial authority during the Meiji era. Focuses on interaction with Chinese culture in the formation of Heian politics and religion; the contestation for political power at the imperial court; tensions among the court, the shogun and regional samurai vassals in the medieval era; and the emergence of a nativist reaction to Chinese influence beginning in the 18th century.

[Spring 2009 01](#) (Wilson T)

[Fall 2010 01](#) (Wilson T)

275S Modern Middle Eastern History.

A survey of the Middle East from Napoleon's invasion of Egypt in 1798 to the present. Examines Muslim responses to European imperialism, political and cultural developments, the impact of the Cold War and the continuing Arab-Israeli rivalry. Keller.

[Spring 2007 01](#) (Keller S)

[Spring 2009 01](#) (Keller S)

[Spring 2010 01](#) (Keller S)

[Spring 2012 01](#) (Keller S)

[Spring 2013 01](#) (Keller S)

277S Conservative Thought in the United States.

Survey of major conservative thinkers and their writings from the founding of the United States to present. Focuses on various strains of right-of-center thinking, the growth of a mainstream conservative worldview in the antebellum South, the rise of the modern conservative movement under William F. Buckley after World War II, and fissures in the movement after the fall of the Soviet Union. (Same as Government 277.) Paquette.

[278S] South Africa, 1652-1994.

Survey from the first Dutch settlement on the Cape in 1652 through the first multiracial democratic election in 1994. Issues will be explored through the experiences of indigenous peoples, such as the Khoisan, Zulu and Xhosa, migrant laborers from Asia, the "coloured" community, Afrikaners and British settlers. (Same as Africana Studies 278.)

280F Emperor, Gentryman, and Commoner in Ming-Qing China.

Study of Chinese cultural and social history during the Ming and Qing dynasties (thirteenth to the nineteenth century) from the perspectives of the emperor, the Confucian gentry, and commoners. Focuses on the ritual roles of the emperor and civil officials, and the range commoner experiences from rural farmer to urban merchant. Considers the intersection of religious practices among the emperor, Confucian officials, and commoners; the decline of the medieval aristocracy and emergence of the Confucian gentry; the family, gender, and footbinding. No previous knowledge of Asian history required. Wilson.

[Fall 2007 01](#) (Wilson T)

[Fall 2014 01](#) (Wilson T)

[282S] Rebellious Union: Britain and Ireland, c 1688-1998.

A survey of the political relationship between Britain and Ireland, situated in the broader context of the British Empire. Examines this relationship from the colonial era through the Good Friday agreement of 1998, with emphasis upon the development of national cultures, political parties, rebel movements, and government institutions and policies. Prerequisite, one 100-level history course or consent of instructor.

[283] A Modern History of Japan: From Samurai to Salaryman 1800-1989.

This survey course focuses on the economic, social, and political changes from 1800-1989 for people living in what became the nation of Japan. The modern period is characterized by political upheaval, changing societal roles, creation of a multi-ethnic empire, the Asia-Pacific War, and Japan's emergence as an imperial power. Beginning with the twilight years of the samurai in 1800, we will follow Japan's transition from the Tokugawa period to the end of the Showa period marked by the death of Emperor

Hirohito in 1989.

[284] Great Britain, the Empire and Immigration, 1783-1997.

A survey of British politics and society from the end of the war with the American colonies to the election of New Labour. Emphasis on imperial and post-colonial issues, including the influence of the empire on British daily life, ideologies of race and immigration. Prerequisite, one 100-level history course or consent of instructor.

285S Modernity and Nationhood in China.

Examination of the social and cultural forces contributing to the decline of imperial institutions beginning in the 19th century, as found in the Taiping Rebellion, cultural interaction with Western missionaries, traders, and military and nationalist revolutions in the 20th century. Readings and class discussions consider the coherence of nationhood in Chinese identity and reexamine the “Western impact” as a force in the formation of modernism in China. Not open to first-year students. Wilson.

[Fall 2011 01](#) (Wilson T)

[Spring 2014 01](#) (Wilson T)

286S The Byzantine Empire.

For more than 1000 years following the breakup of the Western Roman Empire, the Eastern Roman, or Byzantine, Empire, with its capital at Constantinople, preserved the legacy of imperial Rome in the medieval Mediterranean. This lecture-discussion course will explore the history of the Byzantine Empire, from the reign of Constantine the Great (ca. 330) to the fall of Constantinople to the Ottoman Turks in 1453. Religious, social, and political developments will be considered, along with medieval Greek contributions to the economy and culture of the wider Mediterranean world. Eldevik.

290F Classics of Modern Social Thought.

Reading and discussion of major thinkers in the development of modern Western social thought. Authors include Machiavelli, Rousseau, Burke, Marx, Darwin, Weber, Freud, Mannheim and de Beauvoir. Emphasis on class presentations, debates, book notes and class protocols. Works examined from historical, sociological, psychological and philosophical perspectives. (Oral Presentations.) Prerequisite, one course in history or sociology. May count toward a concentration in either history or sociology. (Same as Sociology 290.) Maximum enrollment, 24. Kelly and Chambliss.

295F The Crusades.

For nearly 400 years, Christian knights dreamed of recovering Jerusalem and the Holy Land from its Muslim occupiers. Their campaigns, though mostly unsuccessful, profoundly transformed the Mediterranean world and relations between Christians, Jews, and Muslims. Through a close examination of the primary sources, this course will study the origins and progress of Crusades as both a series of military campaigns as well as a framework medieval observers from the Latin, Greek, and Arabic worlds used to understand interreligious conflict and interaction. Eldevik.

[297] Christianity in America, 1600-1890.

Examination of Christianity in America from the era of European settlement to the end of the 19th century. Topics include encounters with Native American religions, revivalism, sectarianism, slavery and antislavery, religion and politics, theological developments, popular beliefs and practices, and the rise of unbelief. (Same as Religious Studies 297.)

301S The Philosophy of History.

An examination of such enduring issues as causation, general laws, fact and explanation, objectivity, pattern and meaning, uniqueness and the role of the individual. Readings from classic and contemporary texts, with emphasis on the practical, historiographical implications of philosophical theories. (Writing-intensive.) Prerequisite, two 200-level history courses or one 100-level history course and one course in philosophy. (Same as Philosophy 301 .) Maximum enrollment, 20. Kelly.

[Fall 2007 01](#) (Kelly A)

[303] A History of Work.

How do we understand the rise of modern industrial society? Examines the narrative of industrialization in a comparative historical framework. Emphasis is placed on the history of industrialization through an examination of the rise of key industries, the formation of middle and working classes, the role of colonialism in economic development, and the relationship of class and gender in the modern world. Students read monographs, as well as a variety of primary sources including memoirs, government documents, and reformist literature. (Writing-intensive.) Prerequisite, one 200-level history course or consent of the instructor. Maximum enrollment, 12.

[305] Nomads, Conquerors and Trade: Central and Inner Asia.

Study of Central and Inner Asia's place among more familiar Asian cultures such as China and India. Centrally located but distant from the great empires, Central Asia has transmitted peoples, ideas and goods across the Eurasian continent. It has also been home to rich cultures that have combined Turkic, Persian, Chinese, Mongol and Russian influences. Examines dominant cultural patterns across time and place as well as the modern history of the region. (Writing-intensive.) Prerequisite, 180, or consent of instructor. Maximum enrollment, 20.

[Spring 2010 01](#) (Keller S)

[312F] The History of Hamilton College.

Examination of the history of Hamilton College from its founding as the Hamilton Oneida Academy in 1793 to its bicentennial celebration in 2012. Topics include Samuel Kirkland's mission to the Oneida, curricular reform, the College in the wider world,

the rise and fall of Kirkland College, campus life and politics. Students will make extensive use of the College archives and write a research paper on some aspect of Hamilton's history. (Writing-intensive.) Prerequisite, one 200 level U.S. history course or permission of instructor. Maximum enrollment, 20.

[314S] Nazi Germany.

Origins of the Nazi movement, Hitler and the Nazi Party, daily life in the Third Reich, origins and causes of World War II and the Holocaust. (Writing-intensive.) Prerequisite, 212 or consent of instructor. Maximum enrollment, 20.

[318] Competition and Coexistence: Exploring Inter-Religious Dynamics in South Asia.

Examination of interactions among diverse religious traditions of South Asia and of issues linked to socio-religious identities and political landscape. Analyzes interactions and dialogues among multiple religious orders including the Vedic Priests, Renouncer orders (i.e., Buddhism and Jainism), Hinduism and Islam. Investigation of strategies adopted by different religious traditions to compete, critique, borrow, modify and appropriate literary and material cultural elements from each other, examining literature, epigraphs, sacred imagery and reconfigurations of sacred landscape. (Writing-intensive.) Prerequisite, one history course. Maximum enrollment, 20.

[320] Power and Lordship in Medieval Europe.

Examines the social and economic development of early European society, with a focus on peasant life, ecclesiastical institutions and aristocratic power in the context of contemporary medieval intellectual debates about justice, order and inequality in a Christian society. (Writing-intensive.) Prerequisite, one 200-level history course. Maximum enrollment, 20.

[325] "The Making of American Scripture".

An intensive examination of the relation between the Declaration of Independence and the Constitution from the time of the founding to the end of the Civil War. How did the founders and framers understand the relation? What key political and legal events changes that understanding? How did leading thinkers and activists frame the ideas of liberty and equality? What role did slavery play in the debate? Did Abraham Lincoln change the meaning of the Union? (Writing-intensive.) First-year students can register only with permission of instructor. Maximum enrollment, 20.

326F Rebels, Radicals and Reformers in Pre-Modern Europe.

Tackles the problem of religious deviancy and political dissent in Europe between about 1000 and 1650 with several key questions in mind: How did people cope with the conflicting demands of authority and social justice in the world, and reconcile flawed earthly institutions with the idea of an eternal heavenly order? How can modern historians recover the intentions and thoughts of people whose ideas were often intentionally scrubbed from the historical record? Readings will consist of primary source material as well as recent scholarly literature on the subject. (Writing-intensive.) Prerequisite, one 200-level history course. Maximum enrollment, 20. Eldevik.

[333] Philosophical Masters of Ancient China.

Careful reading of ancient classical Confucian and Daoist texts to examine their teachings on methods of realizing human perfection. Discussion of a range of translations of each classical text to consider the problems of (1) translation as a mode of interpretation and (2) the critical role that different commentaries have on the meaning of the original text. Class sessions devoted to discussion of primary texts, secondary sources, and doctrinal debates in which students assume roles as proponents of a particular philosophical master. (Writing-intensive.) Prerequisite, one 100-level history course, Asian Studies 180 or consent of instructor. Maximum enrollment, 20.

[Spring 2014 01](#) (Wilson T)

[335S] Hunger in History.

Examines how people have understood the significance of hunger in terms of health, religion and politics. Addresses the significance of hunger at different times and in different cultural contexts. Subjects include the fasts of religious women in medieval Europe, the experience of famine, the development of nutritional science, the creation of government programs to combat hunger, and the use of hunger in both militant and non-violent political protests in the 20th century. (Writing-intensive.) Prerequisite, one 200-level course in history or consent of instructor. Maximum enrollment, 20.

[337S] Seminar: Confucian Traditions.

Examination of Confucian thought and ritual practice from classical times to the early 20th century. Emphasis on reading philosophical and ritual texts in translation in order to understand the various ways that Confucians understood their place in Chinese society. (Writing-intensive.) (Oral Presentations.) Prerequisite, relevant coursework in history, Asian studies or religious studies, or consent of instructor. (Same as Philosophy 337.) Maximum enrollment, 20.

[338] Seminar: Heroes and Bandits in Chinese History and Fiction.

Readings from several of China's greatest literary works (including histories, novels, opera and poetry) such as Sima Qian's *Records of the Grand Historian* and *The Romance of the Three Kingdoms*. Reexamination of widely held assumptions about history and fiction with discussions and writing assignments on the role played by different genres as sources for knowledge about the past. Emphasis on authors' attitudes in shaping narrative accounts of heroes, bandits, assassins, scholars, women and emperors. (Writing-intensive.) Prerequisite, 280, 285 or consent of instructor. (Same as Literature and Creative Writing 338.) Maximum enrollment, 12.

[339S] Columbus's Library: Texts, Travel and the Medieval Imagination.

Examination of works of geography, natural history, travel, and exploration that informed how medieval readers imagined the

wider world and its peoples as Europe embarked on an era of unprecedented expansion and growth. Special attention to texts read by Columbus in preparation for what he thought would be a voyage to East Asia, such as Pliny's Natural History, Travels of Marco Polo, and Travels of Sir John Mandeville, but other traditions, such as Alexander Romance, the legend of Prester John, apocalyptic theology, Crusader histories, and Arab travel literature will also be considered. (Writing-intensive.) Prerequisite, One course in history or Asian studies. Maximum enrollment, 20.

[341F] Studies in American Colonial History: Writing Early American History: The Puritans and Their Progeny.

Examines the history of the Puritan movement from the English Reformation to New England Unitarianism and Transcendentalism in the nineteenth century and the ways in which modern scholars have analyzed that movement. We will focus on the work of Perry Miller (1905-1963), whose interpretation of the Puritans reshaped scholarly understanding of them and their influence on American history. We will examine how Puritan historiography, since Miller's death, has grappled with his legacy and altered our understanding of the Puritans' contributions to and place in American history. (Writing-intensive.) Prerequisite, One 200-level course in American history or consent of instructor. Maximum enrollment, 20.

[Fall 2012 01](#) (Ragosta J)

[342] The Minds of the Old South: Southern Intellectual History, 1700-1877.

Investigation of the intellectual and cultural history of white and black southern Americans from 1700 through Reconstruction. Topics include religious beliefs and practices, literary production and consumption, political and social thought, and relation of southern thought to national and transatlantic developments. (Writing-intensive.) Prerequisite, one 200-level history course or consent of instructor. Maximum enrollment, 20.

[345S] The Soviet Union as a Multi-National State.

The USSR claimed to be a revolutionary political form: a state based on the voluntary union of workers from over 100 different nationalities. The Bolsheviks intended to lead Russian peasants, Kyrgyz nomads and Chechen mountaineers together into the bright Communist future. What they actually achieved is another question. Explores the concepts of nation, empire and modernization in the Soviet context. (Writing-intensive.) Prerequisite, 221, 222 or consent of instructor. (Same as Russian Studies 345.) Maximum enrollment, 20.

[350S] Slavery and the Civil War.

A study of the causes and consequences of the Civil War, with emphasis on antebellum society, sectional tensions, Abraham Lincoln and military strategy. (Writing-intensive.) Prerequisite, 251, Africana Studies 101 or consent of instructor. Maximum enrollment, 20.

[353] Seminar on the Sixties.

Examination of a critical period in recent U.S. history, with special attention to the Civil Rights Movement, the Vietnam War, campus protest and the origins of the women's movement. (Writing-intensive.) Prerequisite, one 200-level course in American history. Maximum enrollment, 20.

[354S] The History of American Exploration and Outdoor Adventure.

The history and culture of the United States is bound up with that of the discovery and exploration of the New World. A focus on the meaning of that legacy for Americans from the 19th century on. Topics covered will include military exploration and surveys of the west, the development of a wilderness and a conservation ethic, and the growth of mountaineering and similar outdoor endeavors. Prerequisite, one 200-level U.S. history course. Maximum enrollment, 12.

[355S] Hindu Scriptures.

This course exposes students to the Hindu texts to develop a sense of their historical development, key Hindu ideas, and the complex and diverse ways of expressing religiosity. The course examines selected written, oral and performed texts of the Hindu tradition in a variety of social, historical and religious contexts. Readings include translations from a variety of Indian literary genres ranging from the Vedas, Upanishads and epics to devotional poetry and modern oral narratives. Art, music, dance, and films related to the texts will supplement the primary sources. (Same as Religious Studies 355.)

[359] The Early Republic, 1787 to 1815: From Philadelphia to New Orleans.

An intensive examination of the early history of the great American experiment in republican government from the Constitutional Convention to the Battle of New Orleans. Focus on the origin and ratification of the Constitution, rise of the first party system, slavery and its expansion, foreign relations, Jefferson's presidency, and War of 1812. The Federalist to be read in its entirety. (Writing-intensive.) Prerequisite, one 100-level history course. Maximum enrollment, 12.

[360F] Mythical Histories in China and Japan.

Examination of how history is used to legitimate or critique institutions such as the Japanese emperor, philosophical regimes such as Confucian orthodoxy, social practices such as women's duties in an extended Chinese family or Marxist revolution. Emphasis on scrutiny of primary Chinese and Japanese texts in translation based on recent cultural theories such as deconstruction. (Writing-intensive.) Prerequisite, 270, 272, 280, 285 or consent of instructor. Maximum enrollment, 20.

[363S] Seminar: Colonial Encounters in Asia.

Examines encounters between Asian and Western peoples from Marco Polo to the present. Consideration of problems of orientalism/occidentalism and reassessment of the myth of the Western "impact" on Asia by learning how Asian peoples understood the West and the ways that Europe, too, was affected by these encounters. (Writing-intensive.) Prerequisite, One 200-level course in History or Asian Studies or consent of instructor. No knowledge of Asian history required. Maximum

enrollment, 12.

[370] Topics in South Asian History: Photography, Women, and Labor in India.

Exploration of the theory and process of museum exhibition curating, taught in conjunction with the preparation of a photography exhibition the Wellin Museum. Emphasis on the early 20th century history of Ahmedabad, Gujarat, including that of the textile industry, nationalist politics, social reform, and women's labor, as well as the history photography and the repurposing of archival imagery. Students will work collaboratively on exhibition materials, including image selection and layout, catalog and wall text production, and multimedia materials such as podcasts. Prerequisite, One 200-level history course or permission of the instructor. Maximum enrollment, 12.

375F Gandhi: His Life and Times.

An examination of primary sources written by Mohandes K. Gandhi and his associates, as well as Gandhi's autobiography and other scholarly works. Emphasis will be placed on different approaches to understanding and capturing Gandhi's philosophy, his significance and his legacies in India, South Africa and the larger world. Topics include non-violence, the role of the individual in history and nationalist historiography. (Writing-intensive.) Prerequisite, one 200-level history course, or consent of instructor. Maximum enrollment, 12. Trivedi.

376F Black business: African-American culture and the making of the US economy.

Seminar investigates the economic and material underpinnings of African-American culture from the end of slavery through the late-twentieth century, focusing in each historical era on the systems of production, distribution, and consumption that ensured its centrality to the US and world economies. Discussion topics will include the economy of antebellum nostalgia, the commercialization of gospel, "race records," and hip-hop, African-American beauty firms, and the growth of the black press. (Writing-intensive.) Prerequisite, One 200-level history course or consent of the instructor. Maximum enrollment, 20. Day Moore.

[377] Violence, Law, and Justice in the Middle Ages.

Telling a prisoner that you're going to "get medieval" on them does not have positive connotations. At the same time, medieval texts like Magna Carta are held up as having made fundamental contributions to liberal political theory. This writing intensive seminar invites students to explore key issues in the development of legal thought and practice in the medieval West that help us understand how various communities and institutions addressed the problem of violence, administered justice, and created social and religious order through law. (Writing-intensive.) Prerequisite, One 200-level history course. Maximum enrollment, 20.

[378F] Topics in American Biography.

Previous topic -- Founders and Their Progeny: American Political and Social Thought, 1750-1865. Examination of biographical studies of and writings by individuals who shaped and challenged American political and social thought from the era of the Revolution to the Civil War. Emphasis on author's interpretation of subject's relation to historical context, varieties of biographical methods and close analysis of subjects' writings. (Writing-intensive.) Prerequisite, one 200-level course in American history. Maximum enrollment, 20.

[383S] Topic: The Irish Republican Army.

This course examines how scholars have reconceived the history of the Irish Republican Army over the past 40 years. It illuminates the nationalist historiography of the I.R.A., then demonstrates how this was challenged by the "revisionist" movement in Irish history, by feminist scholarship, and, more recently, by innovative archival research and interdisciplinary study. (Writing-intensive.) Prerequisite, one 200-level history course, or consent of the instructor. Maximum enrollment, 12.

390S Self, Power, Trauma in Recent Theories of History.

This course examines key issues in recent theories of history, including the problem of language in historical narrative, representing experiences of others, trauma, the nature of "power," construction of the self as an ethical subject, post-colonialism, and secularism. Readings by Foucault, LaCapra, Chakrabarty, Derrida, and others. (Writing-intensive.) Prerequisite, Consent of instructor. Maximum enrollment, 12. Wilson.

392S Paris Noir: Twentieth-Century Black Internationalism.

This course explores the connections between African-American and African diasporic histories in Paris. Building on scholarship on the modern Atlantic World, which has given new spatial frameworks for histories of slavery and empire, the course resituates twentieth-century African-American history within the transnational, diasporic, and imperial networks that intersected in Paris. Discussions will draw on a wide range of disciplinary perspectives and primary sources, including literature, music, film, and visual art, to consider the development of diasporic politics, the vogue for black exoticism, jazz, the Harlem Renaissance and négritude, civil rights and decolonization, and the global dimensions of Black Power. (Writing-intensive.) Prerequisite, A course in history, Africana Studies, or consent of the instructor. Maximum enrollment, 20. Day Moore.

[394S] Topics in American Religious History.

Topic for 2013: "Religious Communal Societies in America, 1620-1950." Utilizing the valuable holdings of Burke Library's Communal Societies Collection, this seminar will focus on the various religious communal experiments, especially the Shakers, and their role in American religious history. All students will conduct research in the Communal Societies Collection. (Writing-intensive.) Prerequisite, one 200-level history course or consent of instructor. (Same as Religious Studies 394.) Maximum enrollment, 20.

[395] The Crusades in History and Literature.

From the twelfth century the Crusades and crusading ideology produced a remarkable body of historiography and literature that provides insight into changing social, cultural, and religious sensibilities in Europe and the Muslim world. This seminar asks

students to engage in close reading and analysis of medieval and modern sources reflecting the intellectual, religious, and political questions raised in representing the Crusades and the perceived existential struggle between Christendom and Islam. (Writing-intensive.) Prerequisite, One 200-level history course. (Same as Religious Studies 395.) Maximum enrollment, 20.

[396F] Seminar: History of Gods.

A comparative study of how gods have been conceived and venerated in early Mediterranean and Asian societies, principally Greece, Rome, India, China, Korea and Japan. Students read liturgical texts, hymns and myths to consider the variety of conceptions of gods and the range of ritual forms used to venerate them across the Euro-Asian continent. Draws from theoretical readings to consider such problems as polytheism and monotheism; myth and ritual; sacrifice; ritual performance; shamanism; cult; and devotion. (Writing-intensive.) Prerequisite, consent of instructor or relevant coursework in Asian studies, classics, history or religious studies. (Same as Religious Studies 396.) Maximum enrollment, 16.

[Spring 2009 01](#) (Wilson T)

[Fall 2010 01](#) (Wilson T)

[397] Lives Against Apartheid.

Examines the experiences and objectives of protest against the apartheid regime in South Africa through the autobiographies and memoirs of leading participants in the anti-apartheid movement. Illuminates the different aspects of resistance to apartheid and demonstrates how autobiographies now contest the politics of protest and the legitimacy of authority in the post-apartheid, “non-racial” South African democracy. (Writing-intensive.) Prerequisite, one 200-level history course or consent of instructor. 278 strongly recommended, though not required. Maximum enrollment, 20.

401F Research Seminar in History.

Critical evaluation of scholarship on a selected topic, culminating in a historiographical essay, or primary research on a selected topic, culminating in an original, interpretive essay. (Writing-intensive.) Prerequisite, concentration in history or consent of instructor. Open only to seniors. Maximum enrollment, 20. Isserman.

402S Research Seminar in History.

Critical evaluation of scholarship on a selected topic, culminating in a historiographical essay, or primary research on a selected topic, culminating in an original, interpretive essay. This section is open only on an as-needed basis. (Writing-intensive.) Prerequisite, H401 and consent of instructor. Maximum enrollment, 20. Keller.

550F,S Senior Thesis.

A project limited to senior concentrators in history, resulting in a thesis supervised by a member of the department. Prerequisite, A GPA in the concentration of 3.7 or higher and one year of college-level study of a foreign language. Required of candidates for departmental honors. Grant.

551S Senior Thesis.

A project limited to senior concentrators in history, resulting in a thesis expanded beyond the work of 550. Prerequisite, 550 and consent of instructor. Keller.

Italian

Mary Sisler
David DeBevoise

Students at Hamilton are currently able to take up to 5 semesters of Italian and they are encouraged to experience ‘full immersion’ in the language and culture by studying abroad in Italy through one of the college’s approved study programs during their junior year. Study abroad in Italy requires one year of study of the language. While there is currently no concentration or minor in Italian, students in several concentrations, especially Art History and Medieval and Renaissance Studies, frequently study the language. Italian classes at Hamilton College are highly interactive and they focus on obtaining both communicative and cultural competency in Italian. As part of the overall experience of becoming linguistically proficient in the language, students also develop cross-cultural skills through exposure to Italian music, films, literature, art and current events.

110F First Term Italian.

Introduction in speaking, writing, reading and listening comprehension. Highly interactive with a strong emphasis on obtaining both communicative and cultural competency in Italian. Classes supplemented by online vocabulary-building and grammar practice sessions and Language Center projects and activities. For students with no prior experience in Italian. Those with previous experience with the language will take a placement test in order to be placed at the appropriate level of Italian. This course is only offered in the Fall. Not open to seniors. Maximum enrollment, 18. DeBevoise and Sisler.

120S Second Term Italian.

Continued study of speaking, writing, reading and listening comprehension. Highly interactive with a strong emphasis on obtaining both communicative and cultural competency in Italian. Classes supplemented by online vocabulary-building and grammar practice sessions and Language Center projects and activities. This course is only offered in the Spring. Prerequisite, Italian 110 or placement. Maximum enrollment, 18. The Program.

130F Third Term Italian.

Strengthening of grammar, syntax and conversation skills through interactive communicative activities. Incorporates films, readings and current events to reinforce cultural competency as well as conversation skills. This course is only offered in the Fall. Prerequisite, Italian 110 and 120 or placement. Maximum enrollment, 20. The Program.

140S Fourth Term Italian.

Focus is on expanding vocabulary and strengthening verbal proficiency and writing skills through increased exposure to literary and cultural readings. This course is only offered in the Spring. Prerequisite, Italian 110, 120 and 130 or placement. Maximum enrollment, 20. The Program.

200F Introduction to Italian Literature and Culture.

An introductory survey course that offers students continued development of Italian grammar and conversation through literature, film and other cultural products such as music, visual arts and print media. Emphasis on oral and written work. Taught in Italian. Prerequisite, Italian 140 or consent of instructor. Taught in Italian. Maximum enrollment, 20. Mary Sisler.

220S Introduction to Italian Literature and Culture II.

Continuation of Italian 200. Further development of Italian grammar and conversation through literature, film, and other cultural products such as music, visual arts, and print media. Emphasis on oral and written work. Taught in Italian. Prerequisite, Italian 200 or consent of instructor. Maximum enrollment, 20. Sisler.

Jurisprudence, Law and Justice Studies

Program Committee

Doran Larson, (English and Creative Writing)
Frank Anechiarico (Government)
Gbemende Johnson (Government)
Catherine Phelan, Director (Communication)
Yvonne Zylan (Sociology)

Although their prominence in the curriculum has varied throughout the years, courses engaging jurisprudence, justice and the examination of law in social life have had a place at Hamilton since the 1830s. The minor concentration in Jurisprudence, Law and Justice Studies (JLJS) establishes a curricular home for such courses, in keeping with the College's liberal arts mission and with the goal of advancing a number of pedagogic aims.

As Woodrow Wilson observed in 1894, "Every citizen should know what the law is, how it came into existence, what relation its form bears to its substance, and how it gives to society its fiber and strength and poise of frame.* Understanding the theory, practice and meaning of law stimulates civic engagement and provides students with the analytical and empirical foundation to engage subjects ranging from legal decision-making and dispute resolution; policing, criminal justice and incarceration; political speech and action; to the use and meaning of legal discourse in the making of social policy.

A minor in Jurisprudence, Law, and Justice Studies consists of five courses: no more than three can be counted from either of the two listings--in Analytic Perspectives and Theory, and Substantive Areas.

Analytic Perspectives and Theory:

BIO 215 Genetics and Society
COM. 280 Conflict Mediation
ENG 129 Truth and Justice, The American Way
ENG 342 Written on the Wall: Twentieth-Century American Prison Writing
ENG 442 Booked: Prison Writing
GOV 365 Free Speech in American Political and Legal Thought
HIST/GOV 229 The American Founding
PHIL 380 Philosophy of Law
PHIL 460 Seminar in Ethics: Contemporary Theories of Justice
SOC 223 Law and Society
CPLIT 143 Literature on Trials

Substantive Areas:

COM 450 First Amendment: Freedom of Speech
GOV 224 International Law
GOV 225S Courts and Judicial Process
GOV 241 Survey of Constitutional Law
GOV 335 Seminar: Criminal Law
SOC 327 Race and the Law [F'2017]
SOC 373 The Constitution and Social Policy
WMST 225 Women, Law, Public Policy and Activism in the Contemporary United States

* 1894 Address to the American Bar Association, noted in: Albert E. Harum (1960) "The Case for an Undergraduate Law Elective in Liberal Arts." *Journal of Legal Education* 12: 422.

Latin American Studies

Program Committee

Jessica Burke (Hispanic Studies)

Emily Conover (Economics)

Heather Sullivan (Government)

The interdisciplinary minor in Latin American Studies consists of five courses taken in at least two different departments. At least one of the five classes must be either 300 or 400 level. The list below is representative of courses available to minors. Students who would like to fulfill requirements for the minor with courses taken at other institutions, or in study abroad programs, should consult with the program director.

Economics

340 Economic Development

Government

206 US Foreign Policy Toward Latin America

216 Politics in Latin America

239 Gender and Politics in Latin America

Hispanic Studies

140 Conversation on Hispanic Cultures

200 Exploring Hispanic Texts

201 Spanish for Heritage/Bilingual Speakers

211 Introductory Study of Latin American Literature

217 Introduction to U.S. Latino/a Literatures

221 Representations of Mexico '68

251 Cultural Studies in Latin America

261 Writing, Self and Nation in Latin America

263 1968: Massacre in Tlatelolco, Mexico City

271/371 Special Topics in Latin American Literature and Culture

281 Introduction to Latin American Short Fiction

283 Understanding the Caribbean World

301/401 Modernismo

303 Representing Gender in Latin America

310 Latin American Theatre

320/420 Contemporary Latin American Novel

341 Memory, History and Fiction: Post-dictatorship's Narratives in the Southern Cone

365/465 Transatlantic Cinema

377 Latino/a Experiences in the United States

400 Senior Seminar

History

217 Social History of Latin America

Religious Studies

107 Borderland Religion

207 Political Economy of Religion in Mesoamerica

227 Resistance and Rebirth in Mesoamerica

229 Blood and Submission in Native America

316/416 Image, Style and Revolution

Sociology

217 Social History of Latin America

225 Latin American Society

Linguistics

Masaaki Kamiya (EALL)
Chaise LaDousa (Anthropology)
Bonnie Urciuoli (Anthropology)

Linguistics is the scientific study of language. Students will learn to examine language and languages in terms of structure (phonology, morphology, syntax, semantics) and social use (pragmatics, language acquisition, discourse analysis, sociolinguistics, cultural interpretation).

The Minor in Linguistics is administered by Masaaki Kamiya (EALL), Chaise LaDousa (Anthropology), and Bonnie Urciuoli (Anthropology).

The minor in linguistics consists of five courses: an introductory course, one focusing on language structure, one focusing on language in society and two electives. These courses are to be selected from the linguistics courses currently available at Hamilton listed below.

Introductory courses:

LING 100 Introduction to Linguistics (Kamiya)
ANTHR 126 Language and Sociolinguistics (Urciuoli)
ANTHR 127 Introduction to Linguistic Anthropology (Urciuoli)
ANTHR 201 Linguistic Theory: A Brief History (Urciuoli)

Language structure courses:

ANTHR/JAPN 219/319 Language acquisition (Kamiya)
ANTHR/JAPN 230 Morphology and Syntax: The Analysis of Structure (Kamiya)
ANTHR 225 Phonetics and Phonology: The Analysis of Sound (Urciuoli)

Language in society courses:

ANTHR 257 Language, Gender and Sexuality (LaDousa)
ANTHR 264 Ethnography of Literacy and Visual Language (LaDousa)
ANTHR 270 The Ethnography of Communication (LaDousa)
ANTHR 302 Seminar in Linguistic Semiotics (Urciuoli)
ANTHR 323 Verbal Art and Performance (LaDousa)
ANTHR 360 U.S. Discourses I: Race, Ethnicity and Class (Urciuoli)
ANTHR 361 U.S. Discourses II: Science, Technology and Gender (Urciuoli)
ANTHR 370 Sociolinguistics of Globalization (LaDousa)

100F Introduction to Linguistics.

This is a gateway course for the study of linguistics and is meant to provide students with an introduction to a wide range of topics in the field (phonology, morphology, syntax, semantics, sociolinguistics, and language acquisition). By examining these topics, students will explore the relationship between language and the mind, and language and society. Those who plan to minor in linguistics are encouraged to enroll in this course. (Quantitative and Symbolic Reasoning.) Masaaki Kamiya.

Literature and Creative Writing

Faculty

Margaret O. Thickstun, *chair*
Naomi Guttman
Tina M. Hall
Doran Larson
Anjela Peck Mescall
Hoa T. Ngo
Vincent Odamtten
Onno Oerlemans
Patricia O'Neill
Nancy S. Rabinowitz
Peter J. Rabinowitz
Andrew Rippeon
Janelle A. Schwartz
Jane Springer
Nathaniel C. Strout
Katherine H. Terrell
Benjamin Widiss
Steve Yao

Special Appointment

John H. O'Neill

The Department of Literature and Creative Writing offers two concentrations, one in the study of literature, and one in the art of creative writing. For Fall registration, students will find the courses listed below under "Comparative Literature," "Creative Writing," and "English" in WebAdvisor.

Each concentration consists of 10 courses: four exploratory courses chosen from among seven categories (listed below); one course in creative writing; four focus courses specific to the concentration; and one senior seminar specific to the concentration. Both concentrations also have a language requirement (see below). Only one 100-level course may be counted toward either concentration; a 100-level course is not required for the concentration. A 100-level course may be counted as either an exploratory course or a focus course.

All concentrators must take four exploratory courses: one each from any four of the categories listed below. A list of the courses in each category can be found on the department webpage.

History (organized around literary or other history)
Theory (highlighting theory and theoretical approaches)
Genre (addressing concepts of genre or genres)
Theme (exploring a consistent topic or set of ideas)
Intermedia (juxtaposing different artistic media)
Identity and Difference (reflecting on cultural/social/political/national categorization)
Single Author (considering works within an individual writer's output)

These categories reflect, but do not exhaust, various ways of conceiving the relationships between texts and thus approaches to literary study. Many departmental courses could appear under several of these categories; in practice, each course's professor has specified one or two categories as predominant in the class's design and execution. A course with two category designations may satisfy either category, but not both, in any individual student's program of study.

All concentrators must take a course focusing on Identity and Difference. It may be taken within the department from the list of courses in this exploratory category, and thus count toward the concentration. With advisor approval, concentrators may also fulfill this requirement with a course taken outside the department, in which case it will not count as one of the 10 courses for the concentration.

All concentrators in creative writing must also take Creative Writing 215 (which has a pre-requisite of a course in literature). Concentrators in literature must take a creative writing course (usually 215). The department encourages students thinking of pursuing honors or graduate studies in literature to take a course in literary theory.

Courses taken for the concentration should reflect historical and geographical breadth.

CREATIVE WRITING

Concentrators in creative writing must also take the following five courses: two workshops (304, 305), two literature courses (204, 205), and the Senior Seminar in Creative Writing (419). Candidates for honors will have the opportunity to produce a senior project in their senior year.

A minor in creative writing consists of five courses: two courses in literature written in English (which may include a 100-level literature course), 215, and either 204 and 304, or 205 and 305.

Students concentrating in literature may not minor in creative writing.

LITERATURE

Concentrators in literature must also:

(a) take four courses together constituting an individually focused area of literary study, developed in consultation with, and approved by, the student's departmental advisor. A plan for this program must be submitted to the department by the end of the sophomore year. It may be revised. Up to two of these four courses may focus on a related art such as music, dance, visual arts, or film and media studies as long as the four courses together make a coherent program of study.

(b) take at least one 400-level seminar in literature in the department in the senior year.

Candidates for honors must attain a GPA of at least 3.5 in the courses counting toward the concentration, produce a paper of at least 25 pages in a senior seminar and attain a grade of at least A- in the seminar. One of the spring seminars will be a course in research methods that will allow those enrolled (including those pursuing honors) to write independent research papers on topics of their choice. With advisor approval, concentrators in literature may count courses from other departments toward the concentration.

A minor in literature consists of five courses, at least one of which must be at the 300-level or above, chosen from at least four different exploratory categories. Students concentrating in creative writing may not minor in literature.

Language Requirement

All concentrators must fulfill a language requirement:

1) completion of two courses at the college level in a single language other than the student's native language (courses taught in a foreign-language department in which class readings and discussions are in English do not count);

— or —

2) completion of 221 and 293 (or equivalent courses in Old English and the history of the English language taken elsewhere and approved for transfer credit);

— or —

3) completion of either 221 or 293 (or equivalent) and a language course in Latin or Greek.

— or —

4) with advisor approval, completion of two appropriate courses.

117F Interpretation and Self-Knowledge: "Till this moment I never knew myself".

We will look at texts in which characters work to interpret the world in which they live and come to some self-understanding in the process. Reading their stories, we too will face questions of interpretation as we try to make sense of the fictional worlds before us. We will read several canonical works, including Swift's *Gulliver's Travels*, Austen's *Pride and Prejudice*, and Dickens's *Great Expectations*; shorter pieces by writers such as Chitra Divakaruni, Dai Sijie, and Edith Wharton; and a selection of poems. (Writing-intensive.) (Proseminar.) (Theme or Genre) Proseminar open to first-year students. Maximum enrollment, 16. Thickstun.

120F Introduction to the History and Theory of Film.

A general introduction to the wide world of cinema and cinema studies, focusing on crucial films from many cinematic traditions. Topics include the evolution of film from earlier forms of motion picture, the articulation and exploitation of a narrative language for cinema, the development of typical commercial genres, and the appearance of a variety of forms of critical cinema. Focuses on basic film terminology, with the cinematic apparatus and ongoing theoretical conversation about cinema and its audience. (Same as Cinema and Media Studies 120 and Art History 120.) MacDonald.

122F Literary CSI: Case Studies and Insights.

Through a forensic or close analysis and discussion of selected texts by writers such as John Donne, Shakespeare, Poe, Melville, Edna St Vincent Millay, Dylan Thomas, Toni Morrison, Sonia Sanchez and August Wilson (considered in their contexts), students will acquire the skills necessary for critical thinking and communication of their insights about literature. (Writing-intensive.) (Proseminar.) (Theory or Genre) Proseminar open to first-year students only in Fall. WI and open to first-year students and sophomores in Spring. Maximum enrollment, 16. Odamtten.

123S Days of a Future Past.

Reading a variety of works that may be described as fantastic or speculative and written by authors from different cultures, we

shall discuss and write about these texts in order to develop and improve students' critical reading, thinking, and writing skills. (Writing-intensive.) (Genre or Identity and Difference) Open to first-year students and sophomores who have not take a 100-or 200-level course. Maximum enrollment, 20. Odamtten.

[Spring 2009 01](#) (Odamtten V)

[124F] The Literary Animal.

Humans have always been deeply interested in animals, and literature reflects this interest in many ways. We'll examine the complexity of representing animals in literature by reading poetry, novels, and plays that reflect the human/animal divide, imagine being animal, or use animals as symbols. We'll also discuss how these texts reveal philosophical and moral issues that arise from our relationships with animals. Texts include Swift's *Gulliver's Travels*, London's *Call of the Wild*, and Barbara Gowdy's *The White Bone*. We'll also read a range of poetry. (Writing-intensive.) (Proseminar.) (Theme or Identity and Difference) Proseminar open to first-year students only in Fall. Maximum enrollment, 16.

[Fall 2009 01](#) (Oerlemans O)

[Fall 2013 01](#) (Oerlemans O)

[125] Monsters.

A focus on monsters and the monstrous in literature. Readings will include *Beowulf*, *Frankenstein*, *Dracula*, stories by Poe and Angela Carter, a selection of poems, and the movie *Aliens*. Throughout the semester, we will question what makes something monstrous and how monsters function in literature and culture. We will also examine how monsters intersect with the categories of gender, race, sexuality and class. (Writing-intensive.) (Proseminar.) (Theme or Identity and Difference) Proseminar open to first-year students only in Fall. Writing Intensive in Spring and open to first-year students and sophomores who have NOT taken a 100- or 200-level course. Maximum enrollment, 16.

127F Stages of Identity.

This course studies the problem of determining who we are in relation to society, our families, and our sense of what should be important in life by looking at plays ranging from a comedy by Shakespeare involving twins to a 20th Century drama about an imitator of Abraham Lincoln. We'll pay some attention to the changes over time in performance spaces and practices, but the main focus will be on analyzing character, structure, and language (Writing-intensive.) Maximum enrollment, 20. (Writing-intensive.) (Genre) Open to first-year students only. Maximum enrollment, 20. Strout.

129S Truth and Justice, the American Way.

Truth is often a difficult thing to determine. The difficulty is compounded when the stakes of debate over the truth are high, as they are in searching for justice for individuals or communities. We will read poetry, drama, fiction and films that suggest the peculiarly American factors that shape notions of truth when justice is under debate. We will read recognized literary authors such as Hawthorne, Melville, Hellman and Baldwin, as well as writers who experienced imprisonment, including Malcolm X, Leonard Peltier and Kathy Boudin. (Writing-intensive.) (History or Identity and Difference) Open to first-years and sophomores only; not open to students who have taken a 100- or 200-level English course. Maximum enrollment, 20. Larson.

[131S] The Experience of Reading: Books as Stories, Books as Objects.

Consideration not only of stories in books but also the representations of readers and reading within them and about the cultural and physical experience of reading. How have attitudes toward reading changed over time? Works by Bunyan, Franklin, Blake, Austen, Alcott, Stevenson, Haddon, Creech. Workshops using Hamilton's Rare Book and Book Arts collections and manual printing press. (Writing-intensive.) (Theme or Intermedia) Open to first year students and sophomores; not open to students who have taken a 100- or 200-level course in English. Maximum enrollment, 20.

[133S] Apocalypse Now and Then.

End of days, end of empire, end of the world as they knew it -- a focus on the apocalyptic in literature. Possible authors include Mary Shelley, William Butler Yeats, Cormac McCarthy, Ian McEwan, Matthew Arnold, Margaret Atwood, P.D. James and Kazuo Ishiguro. We will examine how these writers envision the end, whether it be on a personal or pandemic scale, and how the anxieties and issues of their times influenced these visions. (Writing-intensive.) Open to first-year students and sophomores. Not open to students who have taken a 100- or 200-level English course. Maximum enrollment, 20.

134S Heroic Narratives.

What blend of physical prowess, spiritual strength, moral courage and intellectual power creates a heroic figure, and what sets these exemplary men and women apart from the ordinary run of humanity? In this course, we will examine heroes and heroines from medieval monster-slayers to modern Holocaust survivors, in genres ranging from epic poem to graphic novel. Readings will include *Beowulf*, *Sir Gawain and the Green Knight*, Spenser's *Faerie Queene*, novels by Charlotte Bronte, Maxine Hong Kingston, and Art Spiegelman, and the play *Angels in America*. (Writing-intensive.) (Proseminar.) (Theme) Open to first-year students only Maximum enrollment, 16. Terrell.

139F Dream/Life.

An examination of narratives about dreams, and of those that use dream-logic to present aspects of waking life. We'll ask why and how certain stories lend themselves to dreamy forms. We will pair our analysis of literary and cinematic texts (by authors such as JL Borges, R Ellison, F Kafka, and J Kincaid, and directors like L Bunuel, T Gilliam, R Linklater, and the Wachowski Bros.) with theoretical accounts of dreaming's form and function. We will also keep dream journals, in order actively to explore the challenges and the rewards of attempting to convey our solitary dreamscapes to others. (Writing-intensive.) (Proseminar.) (Theme or Intermedia) Open to first-year students only. Maximum enrollment, 16. Widiss.

141F,S The Short Story: Theme, Form, History.

Introduction to literary study through the example of the short story. Sustained attention to the history, development, variety, and contexts of the short story as a literary form. (Writing-intensive.) (Proseminar.) (Genre) Open to first-year students only. Maximum enrollment, 16. Andrew Rippeon.

142F Twentieth-Century Fiction.

Organized chronologically for the most part, and involving such issues as sexuality, colonialism and racism. Readings drawn from high art, not popular culture, and include such authors as Conrad, Kafka, Puig, Woolf, Duras and Valenzuela. (Writing-intensive.) (Proseminar.) Open to first-year students only. Maximum enrollment, 16. N Rabinowitz.

[143] Literature on Trials.

Why are trials so fascinating? Our emphasis will be on the ways they clarify values, establishing borders between acceptable and unacceptable behavior, with attention to how they enforce cultural norms concerning race, gender, and sexuality. We will discuss literary and cultural representations of historical trials, such as those of Socrates, Joan of Arc, Galileo, the Salem Witches, and Oscar Wilde. Course materials to include readings from Aeschylus, Plato, Shaw, Brecht, Stendhal, Kafka, Camus, Morrison, as well as films and other primary and secondary sources. (Writing-intensive.) (Proseminar.) (Theme or Identity and Difference) Open to first-year students only. Maximum enrollment, 16.

145F,S Literature and/of Empowerment.

Literature has always played important roles in the cultivation of personal, social, and political empowerment. This course explores a range of debates surrounding literature as a means of individual and group empowerment, issues including the cultural politics of representation; the dynamics of different forms of literary address such as testimony, protest, narrative, and abstraction; the construction of personal and group identity and difference; and writing as a tool for self empowerment. (Writing-intensive.) (Proseminar.) (Genre or Identity and Difference) Open to 1st years only. Maximum enrollment, 16. Steven Yao.

152F Literature and Ethics.

Study of literature as a vehicle for moral and political concerns and of the ways that literature shapes its readers. Special emphasis on popular literature, feminist criticism and the problems raised by censorship and pornography. Selected novels and plays by such writers as Ibsen, Dostoevsky, Tolstoy, Hemingway, Wright, Highsmith, Doris Lessing, Burgess and others. (Writing-intensive.) (Proseminar.) (Theme) Open to first-year students only. Maximum enrollment, 16. P Rabinowitz.

[202] African Americans and Cinema.

Exploration of the history of cinema produced by African Americans and the representation of African Americans in cinema. Topics include early cinema, D.W. Griffith's *Birth of a Nation*; Oscar Micheaux and the "race films" of the 1920s-1940s; early jazz films; Richard Wright's *Native Son* as novel and film; Hollywood "problem pictures" of the 1940s-1950s; radical 1960s-1970s experiments by William Greaves, Melvin Van Peebles, and the "LA Rebellion"; *Daughters of the Dust*; Spike Lee, and Marlon Riggs. Course hosts visits by accomplished filmmakers and scholars. (Same as Africana Studies 202 and Art History 202.)

[203] The Short Story.

A survey of the short story with a focus on its evolution from the 19th century to the present, largely within the American tradition. Examines the growth of the genre and various trends in the form, from "local color" sketches to other-worldly tales, realism and experiments in modernism and postmodernism. Considers issues of structure, characterization, style, voice, as well as context. Authors include Edgar Allen Poe, Hawthorne, Chekhov, Chesnutt, Jewett, Twain, Hemingway, Joyce, Baldwin, O'Connor, Welty, Carver, Bambara, Munro and others. Prerequisite, one course in literature. (Genre)

204F,S Poetry and Poetics.

This course examines how poems work: how they are constructed, and how they produce meaning, pleasure, and cultural value. We will study poetry in terms of prosody, conventions, history, genre, and reception, with the goal of teaching the essential skills of close reading and contextual interpretation. Readings are primarily from the traditions of poetry written in English. (Writing-intensive.) Prerequisite, For first-years, one course in literature. No prerequisite for upperclass students. (History or Genre) Not open to senior English or Creative Writing concentrators. Maximum enrollment, 20. The Department.

205S Modern China Through Film.

Examines how films produced in diverse socio-economic contexts generate conflicting modern representations of China, ranging from a legendary land, an everlasting patriarchy, to a revolutionary battlefield, and how these representations produce hegemonic and subversive cultural knowledge. Students will gain a broad understanding of post-1959 Chinese cinema and history, theory of film and cultural studies, and pertinent Hollywood films. All films have English subtitles. Requirements include film viewings, presentations, quizzes, class discussions and a final paper. All lectures and discussions in English. (Same as East Asian Languages and Literatures 205.) Wang.

206F,S The Study of the Novel.

Forms of prose fiction since the 18th century. Attention to the primary structural features of the novel and the relations of narrative forms to social and historical contexts. Prerequisite, One course in literature. Open to first-year students in the spring semester only. Not open to students who have taken English 205. The Department.

[210S] Modern and Contemporary Chinese Literature: Traditions and Modernities.

Since 1919, Chinese literature has played a decisive role in interactions between tradition and modernity. This course examines the

development of Chinese literature against such interactions. Students will familiarize themselves with the most representative modern and contemporary Chinese literary works and gain a broad understanding of many modernity-related issues, including politics, culture, class, labor division, ethnicity, gender and sexuality. All lectures and discussions in English. Requirements: presentations, class discussions, film viewings and a final paper. (Same as East Asian Languages and Literatures 210.)

211F Readings in World Literature I.

Great 'masterpieces' have been inscribed on cave walls, papyrus, tapestries, parchment (goatskin), and paper in order to comment upon the world. This course examines the human condition through a comparative study of mythology, epic, narrative, and poetry, from ancient Mesopotamia and Greece to the Roman Empire through to the Renaissance period. It pays special attention to how sexuality, identity, and politics play in the representation of diverse societies in *Innana*, *The Odyssey*, *The Golden Ass*, *El Cid*, *Les Lais*, *1001 Nights*, *The Pillow Book*, Veronica Franco's poetry, and others. (Writing-intensive.) (History) (Same as Religious Studies 211.) Maximum enrollment, 20. N Serrano.

212S Readings in World Literature II.

Study of representative texts in world literature from 1800 to the present, including novels, short fiction, and drama. Particular attention paid to the concepts of self and society, and the way they are intertwined with developments in narrative and theatrical technique. Readings to include works by such writers as Lermontov, Flaubert, Dostoevsky, Kafka, Robbe-Grillet, Borges, Talih, and Jin. (Writing-intensive.) (History) May be taken without 211. Maximum enrollment, 20. P Rabinowitz.

215F,S Introductory Poetry and Fiction Workshop.

Introduction to fundamental techniques of fiction and poetry. Regular writing and reading assignments as well as critiques in class. (Proseminar.) Prerequisite, a 100-level writing-intensive course in English or 204W, 222W, or 225W. Not open to first-year students in the fall. Maximum enrollment, 16. Springer.

[Spring 2010 01](#) (Larson D)

[Spring 2010 02](#) (Larson D)

[Spring 2011 01](#) (Hall T)

[Spring 2011 02](#) (Hall T)

216F Caribbean Literature in the Crucible.

A critical overview of Caribbean literatures in the light of the complex legacies that have given rise to a body of creative work that seems to constantly fashion and refashion itself. Such literary recasting helps to communicate an intricate history of genocides, survival, exile, resistance, endurance, and outward migrations. Particular attention to writers such as Roger Mias, Martin Carter, George Lamming, Derek Walcott, Patricia Powell, Earl Lovelace, Paule Marshall and Michelle Cliff. (post-1900). Prerequisite, One course in literature. (History or Identity and Difference) (Same as Africana Studies 216.) Odamtten.

[218F] Literatures of Witness.

Witness literature is testimonial by individuals who have suffered injustice incurred not as a result of what they have done but of what they are, as in Holocaust and slave narrative. We will study this literature and ask how its definition might be adapted to an era that has seen wide growth in systems of police action. We will read classic witness texts, work by political prisoners and by 'common criminals': writers who have been convicted for violations of law but also challenge collectively experienced limits on life opportunities, such as those imposed by race, class, and/or gender. (Theory or Identity and Difference)

221F Introduction to Old English.

Exploration of the language, literature and culture of early medieval England, from the Anglo-Saxon invasion through the Norman Conquest. Emphasis on reading and translating Old English prose and poetry, as well as developing an understanding of its cultural context. Culminates with a reading of *Beowulf* in translation (pre-1660). Offered in alternate years. Prerequisite, One course in literature. (History) Terrell.

222F Chaucer: Gender and Genre.

Examines how Chaucer engages and transforms prevailing medieval ideas of gender and genre. Particular emphasis on his constructions of masculinity and femininity in relation to themes of sex, religion, social power and narrative authority. Readings include *Troilus and Criseyde* and *The Canterbury Tales in Middle English*, as well as select medieval sources and modern criticism (pre-1660). (Writing-intensive.) Prerequisite, one course in literature. First-year students need a 4 or 5 on AP English exam. (History or Single-Author) Maximum enrollment, 20. Terrell.

223S Gender and Violence in the Middle Ages.

This course serves as an introduction to the field of Medieval and Renaissance Studies. Drawing on multiple disciplinary perspectives, including those of literature, law, history, and art, we will examine the intersection of ideas about the body, gender, and violence in the European Middle Ages. Readings may include the Bible and early patristic writings; the lives of saints; poems and advice manuals on courtly love; depictions of women in the Crusades; Icelandic sagas; and perspectives on the trial of Joan of Arc. (Oral Presentations.) Prerequisite, One 100-level course in literature or history, or AP 4 or 5 in English or history. (Same as History 223 and Medieval and Renaissance Studies 223.) Maximum enrollment, 24. Katherine Terrell and John Eldevik.

224F Playwriting.

Introduction to the techniques of realistic and non-realistic playwriting through a variety of exercises and improvisations, culminating in the writing and staging of a one-act play. Prerequisite, Theatre 100,130 or a 100-level writing-intensive course in English or English 204, or consent of the instructor. While no prior acting experience is required, students participate in staged readings of works. (Same as Theatre 224.) Maximum enrollment, 16. Latrell.

225F Madness, Murder and Mayhem: Nineteenth-Century Russian Literature.

Readings of representative works with emphasis on major literary movements, cultural history, and basic literary devices. Primary texts by Pushkin, Gogol, Turgenev, Dostoevsky and Tolstoy, as well as some critical materials. (Writing-intensive.) No knowledge of Russian required. (Same as Russian Studies 225.) Maximum enrollment, 20. Bartle.

[226] Sex, Death and Revolution: Twentieth-Century Russian Art and Literature.

Close analysis of major literary and artistic movements of the 20th century, with particular attention paid to the innovations of the avant-garde and the impact of the Bolshevik Revolution on the artistic imagination. Emphasis on the recurring theme of the fate of the individual in a mass society. No knowledge of Russian required. (Same as Russian Studies 226.)

227F,S Shakespeare.

Survey of selected plays (pre-1660). Prerequisite, One course in literature. No prerequisite for seniors. (Single-Author or Genre) Not open to students who have taken English 225. Strout.

228S Milton.

Study of Milton's English poetry and major prose, with particular attention to *Paradise Lost*. Topics for consideration include Milton's ideas on Christian heroism, individual conscience, the relations between the sexes and the purpose of education (1660-1900). (Oral Presentations.) (Genre or Single-Author) Not open to those who have taken English 226 or to first-year students. (Same as Religious Studies 226.) Thickstun.

[Spring 2005 01](#) (Thickstun M)

[Spring 2008 01](#) (Thickstun M)

[Spring 2010 01](#) (Thickstun M)

[Spring 2011 01](#) (Thickstun M)

[235] Love, Family and Loneliness in Modern Japanese Literature.

Love has always been a central theme in Japanese literature. Focuses on how Japanese writers of the modern period (particularly late 19th century to the present) depict the struggle with new concepts and forms of "love" and relationships. As well as basic readings about modern Japanese history and culture, assigned texts range from canonical work, various forms of early twentieth-century modernist mystery, technical and avant-garde writings, to contemporary "coming of age" novels. We will also examine such media as cartoons and films. Readings and discussion in English. (Same as East Asian Languages and Literatures 235.)

238F Readers, Writers, and the Rise of Secular Print Culture.

Explores the effects of rapidly increasing literacy rates and increasingly affordable printed books on the rise of reading for pleasure as a common cultural activity in England and Colonial America between 1630 and 1750. Who could read? What was available? Who was making money off it, and how? We will consider the ways that writers (and booksellers) at this time tried to influence reading practices. We will also look at books as physical objects through explorations in the library, conversations with book conservators and workshops on Hamilton's manual printing press. (History or Intermedia) Open to sophomores, juniors and seniors. Thickstun.

[Fall 2008 01](#) (Thickstun M)

239/339S Modern Japan: Japanese Culture and Society From A(-Bomb) to (Dragon Ball)Z.

This course explores issues of imperialism, military conflict, pacifism, nuclear victimhood, foreign occupation, national identity, and social responsibility in 19th to 21st-century Japan. Materials include nonfiction, science fiction, poetry, war propaganda, novels, censorship documents, animé, and film. Taught in English. No knowledge of Japanese language or history required. (Same as East Asian Languages and Literatures 239/339.) Omori.

[244] Tragedy: Then and Now.

How did Greek tragedy work in the city of Athens? Athens was a radical democracy but was based on slave labor and the exclusion of women. How is this implied contradiction displayed in the works of Aeschylus, Sophocles, Euripides? But tragedy also has contemporary life. How do these plays transcend their time of production? An opportunity to examine relations of gods/humans, fate/choice, as well as gender, class/ethnicity and sexuality. Readings to include works by Seneca, Racine, Sartre, O'Neill, Heaney, Fugard. (Writing-intensive.) (Genre) (Same as Theatre 244 and Classics 244.) Maximum enrollment, 20.

245F "All Shook Up": How Modern Theatre Transformed Western Notions of Gender, Sex, Class and Reality.

A study of modern drama as literary and social text, with special attention to issues of class and gender. How does dramatic form express political and philosophical ideas? What is "modern"? Once experimental, these modern classics shaped theatre today. Texts to include works by Büchner, Ibsen, Strindberg, Chekhov, Pirandello, Shaw, Beckett, Brecht, Ionesco, Genet, O'Neill, Treadwell, Lorca, Williams, Hansberry, as well as recent interpretations and productions of some of these works. Prerequisite, one course in theatre or literature. (Genre) Not open to students who have taken 345. (Same as Theatre 245.) Bellini-Sharp, N Rabinowitz.

[251] "Modern" Youth in Japanese Literature and Culture.

Examines stories and other forms of cultural expression related to the emergence of "modern" youth in Japan. We pay particular attention to the cultural, historical and political backgrounds that facilitated the establishment of such a category. Primarily focusing on literature, readings also include other modern expressive media such as film, cartoons, animation and online bulletin boards. We will also examine the production and dissemination of certain images of "youth" by mass media. Readings and

discussion in English. (Same as East Asian Languages and Literatures 251.)

[252] Romanticism, Realism and Representation in Victorian Arts and Literature.

Study of a range of British poetry, prose and visual arts, including early cinema, from the death of John Keats to the sinking of the Titanic. Authors may include Keats, Charlotte Bronte, Gaskell, Arnold, the Brownings, Tennyson, Ruskin, Dickens, Eliot, the Pre-Raphaelites and Hardy (1660-1900). Prerequisite, One course in literature.

[255F] The Marrow of African-American Literature.

Exploration of how African-Americans, in the face of enslavement, exclusion and terror, produced literature expressing their identities and aspirations. In examining themes such as abduction, separation and resistance, students will assess the inscription of self on the emergent national culture by writers such as Olaudah Equiano, Phillis Wheatley, Frederick Douglass, Harriet Wilson, Frances Harper, Sutton Griggs and Charles Chesnut (1660-1900). Prerequisite, One course in literature, or consent of instructor. (History or Identity and Difference) Open to sophomores and juniors only.

[256S] American Literature of the 19th Century.

Survey of representative literary texts in their historical, social and aesthetic contexts. Attention to issues of access to the literary market and the cultural work of literature, particularly in figuring the rise of a distinctly American tradition. Readings from such writers as Cooper, Brown, Poe, Emerson, Whitman, Hawthorne, Melville, Douglass, Dickinson, Jewett, Clemens, Chestnut and James (1660-1900). Prerequisite, One course in literature. (History or Identity and Difference) Not open to seniors except with permission of the department.

[258] Opera.

Study of literary and musical dimensions of operas by major composers from Monteverdi and Mozart to the present. Emphasis on the transformation of independent texts into librettos and the effects of music as it reflects language and dramatic action. Includes such works as *Orfeo*, *The Marriage of Figaro*, *Otello*, *The Turn of the Screw* and *Candide*. Prerequisite, two courses in literature or two in music or one in each field, or consent of instructors. (Genre or Intermedia) (Same as Music 258.) Maximum enrollment, 24.

266F US Modernisms.

Effects of the international modernist movement on the literature of the United States from the beginnings of the 20th century to the 1950s. Attention to authors such as Ellison, Faulkner, Hemingway, Hurston, Stein, and Stevens. (post-1900). Prerequisite, One course in literature, or consent of instructor. (History or Identity and Difference) Not open to first-year students or seniors. Widiss.

[267F] Literature and the Environment.

Surveys the history of environmentalist thinking as it has been reflected in literary texts. Examines key ideas of environmentalism and questions of representation, literary value and political relevance. Authors include Thoreau, Faulkner, Abbey, Lopez and Jeffers, as well as a few non-American writers. Texts include memoirs, essays, novels and poems. (Genre or Theme) Open to sophomores, juniors and seniors, and to first-year students with advanced placement.

[270] Heaven, Hell and the Space in Between: Devils and Deities in Russian Literature and Art.

Examination of the portrayals of the cosmic conflict: Good vs. Evil, Heaven vs. Hell, God vs. Satan. The second half of the semester will be dedicated to a close reading and analysis of Fyodor Dostoevsky's *Brothers Karamazov*. (Writing-intensive.) No knowledge of Russian required. (Same as Russian Studies 270.) Maximum enrollment, 20.

[278] The Straight Story?: Rethinking the Romance.

A study of the ways in which various forms of sexual desire (overt or closeted) drive the plot of literary works. How is desire constructed? How have authors used, manipulated and resisted the marriage plot for aesthetic and political ends? Special attention to works by gay and lesbian authors. Readings, which include works of theory as well as imaginative texts, to include such authors as Austen, Diderot, Balzac, Zola, Wilde, Baldwin. (Theme or Identity and Difference) (Same as Women's Studies 278.)

[281] Performing Politics: Gender and Sexuality.

Examines the connections between theatre and political life: Is theatre political? Is political action theatrical? Focusing on performances in 20th-century Europe and the United States, we will read plays, theatre history, and political and historical documents to understand 1) how playwrights have used theatre for political ends and 2) how both "left" and "right" have mobilized people in demonstrations that might be considered performances. Topics include AIDS, reproductive rights and sexuality (drag and performance art). Prerequisite, one course in theatre or comparative literature. (Same as Women's Studies 281.)

283F Introduction to Asian American Literature.

Examination of themes, forms, and history of literary production by people of Asian descent in the United States. We will survey translated and English-language works by Asian American writers of varying ethnic affiliations, including Chinese, Japanese, Filipino, Korean, Indian, and others. We'll explore how each writer negotiates a relationship with a particular cultural heritage, as well as confronts the racial, cultural, and political formations of the U.S.. Authors include Maxine Hong Kingston, Carlos Bulosan, John Okada, the Angel Island poets, and others. Prerequisite, One course in literature. (post-1900) (Theory or Identity and Difference) (Same as American Studies 283.) Yao.

[285] Detective Story, Tradition and Experiment.

Survey of a broad range of works, both "popular" and "serious," showing the continual renewal of the genre through the manipulation of conventional elements to produce new effects and to argue a variety of positions. Includes readings from Sophocles, Dostoevsky, Christie, Faulkner, Hammett, Chandler, Nabokov, Robbe-Grillet, Borges, Butor, Stoppard, Cortázar and

others. Prerequisite, one course in literature. (Genre) (Same as Literature and Creative Writing 285.)

[285] Detective Story, Tradition and Experiment.

Survey of a broad range of works, both “popular” and “serious,” showing the continual renewal of the genre through the manipulation of conventional elements to produce new effects and to argue a variety of positions. Includes readings from Sophocles, Dostoevsky, Christie, Faulkner, Hammett, Chandler, Nabokov, Robbe-Grillet, Borges, Butor, Stoppard, Cortázar and others. Prerequisite, one course in literature. (Genre) (Same as Literature and Creative Writing 285.)

288F Show and Tell: Comics and Graphic Narratives.

In Reading Comics, Douglas Wolk states “The cheap way of referring to them is “comics” or “comic books”; the fancy way is “graphic novels”. Erasing these common prejudices, this class reinforces that comics is a sophisticated and complex medium that bears close affinities with art, film, and literature. This is an introductory study of comics across cultures and within global contexts—Tintin, Astro Boy, Wonder Woman, Watchmen and others—one that emphasizes visual narrative storytelling as well as the socio-political and visual trends that have shaped the powerful creative industry of comics. (Theory or Intermedia) (Same as Art History 288.) N Serrano.

[290F] Facing Reality: A History of Documentary Cinema.

The history of cinema as representation and interpretation of “reality,” focusing on nonfiction film and video from a variety of periods and geographic locales. Emphasis on the ways in which nonfiction films can subvert viewers’ conventional expectations and their personal security. Forms to be discussed include the city symphony, ethnographic documentary, propaganda, nature film, direct cinema, *cinéma vérité*, the compilation film and personal documentary. (Same as Art History 290 and Cinema and Media Studies 290.)

[293S] The Making of English.

History of the English language from its origins in Old English to its present-day proliferation into World English(es). Particular attention to how the internal development of English (its sound system, syntax, grammar and vocabulary) relates to political and cultural transformations among English-speaking peoples throughout history, and how the English language continues to provoke political and cultural controversy. Offered in alternate years. Prerequisite, One course in literature, or consent of instructor. (Theme)

295S Literary CSI: Casebooks.

Through an introduction to literary theory, students will carefully examine and discuss a variety of literary texts by such writers as Toni Morrison, Kazuo Ishiguro, June Jordan, Carolyn Forché, Samuel Beckett, and Athol Fugard. In addition, students will communicate their insights in casebooks that examine the texts from multiple critical perspectives. Prerequisite, One course in literature. (Theory or Theme) Open to first-year and sophomore students only. Odamtten.

[296/396] Keeping it Real: Nineteenth-Century Realism.

Realism emerged as a dominant literary form in the nineteenth century in the context of extensive social changes. In this course we will read representative works of realist fiction and drama to determine their aesthetic, political, psychological, and formal assumptions and effects. We will end with a consideration of the “new” realism of the early 20th-century modernist period. Readings to include works by such authors as Balzac, Zola, Flaubert, Dickens, C. Bronte, Chekhov, Dostoyevsky, Tolstoy, Ibsen, Woolf. Prerequisite, one course in comparative literature or consent of instructor.

297S Introduction to Literary Theory.

Exploration of the kinds of questions that can be asked about literary texts in themselves, and in relation to the aesthetic, political, historical and personal contexts in which they are written and interpreted. Readings include drama, fiction and theoretical essays. Although the emphasis will be on 20th-century theory (including feminist, structuralist, poststructuralist and rhetorical theory), readings will range from Aristotle to the newest work on the relationship between narrative and cognitive psychology. Prerequisite, two courses in literature. Open to sophomores, juniors and seniors only. (Same as Literature and Creative Writing 297.) J Schwartz.

297S Introduction to Literary Theory.

Exploration of the kinds of questions that can be asked about literary texts in themselves, and in relation to the aesthetic, political, historical and personal contexts in which they are written and interpreted. Readings include drama, fiction and theoretical essays. Although the emphasis will be on 20th-century theory (including feminist, structuralist, poststructuralist and rhetorical theory), readings will range from Aristotle to the newest work on the relationship between narrative and cognitive psychology. Prerequisite, two courses in literature. Open to sophomores, juniors and seniors only. (Same as Literature and Creative Writing 297.) J Schwartz.

300S Women Filmmakers.

The history of cinema takes on new dimensions when the focus is on women filmmakers. Their contributions begin with the earliest productions of the silent era; their influence ranges from narrative and documentary to experimental films; and their work raises awareness of the different struggles in women’s lives around the world. By raising questions of genre, gender and cultural identity, this course will investigate alternative histories of cinema and develop new approaches to feminist film theory. Prerequisite, one 200-level course in literature or a course in film studies. (Intermedia) Not open to students who have taken College 300. P O’Neill.

301F Cinema as Theory and Critique.

A history of alternatives to commercial movies, focusing on surrealist and dadaist film, visual music, psychodrama, direct cinema,

the film society movement, personal cinema, the New American Cinema, structuralism, Queer cinema, feminist cinema, minor cinema, recycled cinema and devotional cinema. While conventional entertainment films use the novel, the short story and the stage drama as their primary instigations, experimental and avant-garde films are analogous to music, poetry, painting, sculpture and collage. Not open to first-year students. (Same as Art History 301 and Cinema and Media Studies 301.) MacDonald.

304F,S Intermediate Poetry Workshop.

For students whose work and purpose have developed sufficiently to warrant continuing work in poetry. Regular writing and reading assignments as well as critiques in class. Prerequisite, 204 and 215. Maximum enrollment, 16. Guttman.

[Fall 2007 01](#) (Guttman N)

[Spring 2010 01](#) (Guttman N)

305F,S Intermediate Fiction Workshop.

For students whose work and purpose have developed sufficiently to warrant continuing work in fiction. Regular writing and reading assignments as well as critiques in class. Prerequisite, 215 and a 200-level course in literature. Maximum enrollment, 16. Larson.

[Fall 2007 01](#) (Hall T)

309F Creative Non-Fiction Workshop.

For students whose work and purpose in creative writing have developed sufficiently to warrant work in creative non-fiction. This course will focus on food-writing in some of the following genres: personal essay, profile, narrative essay, journalism. Regular writing and reading assignments as well as critiques in class. Prerequisite, one 100-level course in literature or permission of the instructor. (Genre) Maximum enrollment, 16. Guttman.

313F Ghanaian Literature: From Colony to Post-Colony.

Through a close examination of selected works by West African writers such as Kobina Sekyi, Casley-Hayford, Mabel Dove, Ayi Kwei Armah, Efuia Sutherland, Ama Ata Aidoo, Kofi Awoonor, Atukwei Okai, Yaw Asare, Akosua Busia, Kofi Anyidoho and Amma Darko, students will examine how the Slave Castles, the Sankofa Bird and Ananse the Spider have shaped the manner in which Ghanaian writers portray their society (post-1900). (Writing-intensive.) Prerequisite, one 200-level course in literature (204, 205, 206 or 264 preferred). (History or Identity and Difference) (Same as Africana Studies 313.) Maximum enrollment, 20. Odamtten.

315F Literary Theory and Literary Study.

In this course we'll work through many of the high points of twentieth-century theory, considering the varying purchases offered by structuralism, deconstruction, Marxism, and feminism, theories of race, nation, and sexuality, of materiality and the digital, and even of the resistance to theory, in the work of literary and cultural analysis. (Writing-intensive.) Prerequisite, a 200-level course in literature. (Theory or Identity and Difference) Not open to students who have taken 297. Maximum enrollment, 20. Widiss.

317F The Laws of Cool: Knowledge Work and Literary Futures.

Based on the ideas of contemporary scholars in digital humanities, this course introduces students to new modes of reading, interpreting and thinking about literature. As a group we will apply new media and text analysis tools to works of contemporary literature including Chimamand Ngozi Adichie's *Americanah*, Dave Eggers's *The Circle* and poetry of Agha Shahid Ali. The class concludes with students' completion of an original digital project. Prerequisite, One 200-level course in literature. (Theory or Intermedia) (Same as Cinema and Media Studies 317.) P O'Neill.

[319F] Text/Image in Cinema.

Focus on the ways in which the histories of film and literature have intersected. Discussion of implications of adapting narrative and dramatic fiction to the screen. Also evokes the history of the use of visual text in film — in titles, intertitles, subtitles, credits — as a background for exploration of the wide range of creative uses of visual text evident in the work of independent filmmakers. Filmmaker guests will be invited to talk about their work. Prerequisite, one course in literature or film. (Same as Art History 319.)

[323] Other Worlds in Middle English Literature.

From the spiritual realms of heaven and hell to the supernatural world of fairies, medieval culture was immersed in alternative and transcendent versions of reality. Explores medieval literature's frequent forays beyond ordinary experience in Middle English works by the Pearl-poet, Chaucer, Malory and Langland, as well as anonymous romance and drama. (pre-1660). (Writing-intensive.) Prerequisite, one 200-level course in literature. Not open to first-year students. (History) Maximum enrollment, 20.

326F Women Writers in Early Modern England.

Work by women writing in English during the 17th and early 18th-centuries. Examination of how women developed individual and public voices, appropriated and adapted received literary forms, and entered into debates about the status and education of women. Attention to the tension between manuscript circulation and print culture, to the reception of these writers in their day, and to their reception in literary history. (1660-1900) (Writing-intensive.) Prerequisite, one 200-level course in literature. (Intermedia or Identity and Difference) Maximum enrollment, 20. Thickstun.

[327S] English Renaissance Literature: 1550-1660.

Study of the ways works and writers of this period are "in conversation" with each other on such matters as love, death, religious belief, the human response to the natural world and the role of women (in society and as authors). Readings of poems and other

works by such writers as Shakespeare, Spenser, Donne, Herbert and Mary Wroth (pre-1660). (Writing-intensive.) Prerequisite, one 200-level course in literature. Not open to first-year students. (History or Intermedia) Open to sophomores, juniors and seniors. Maximum enrollment, 20.

[329F] "When God Shakes a Kingdom:" Literature of the Seventeenth Century.

Addresses the role of religious issues in the literary life of mid-17th century England. Attention to devotional poetry and spiritual autobiography in light of debates about prayer, meditation and church practice; literary reworkings of Scripture; debates about women's preaching and religious autonomy; and literary and historical documents envisioning the implementation of God's kingdom on earth. Texts will range from self-defenses and personal narratives to lyrics, plays and epics. Authors will include English and colonial American writers (pre-1660). (Writing-intensive.) Prerequisite, one 200-level course in literature. (History or Identity and Difference) Open to sophomores, juniors and seniors. Maximum enrollment, 20.

[330] English Comedy and Tragedy, 1580-1780.

Study of tragedies and comedies from the time of Shakespeare through the end of the 18th century, with special attention to changes in the representation of masculinity and femininity before and after 1660, when women first became participants in London's professional theater as actors and playwrights. Plays include Shakespeare's *Antony and Cleopatra* (c. 1606) and Dryden's version of the same tragedy in *All for Love* (1677), and works by such writers as Ben Jonson, John Webster, Aphra Behn, and Hannah Cowley (pre-1660). (Writing-intensive.) Prerequisite, one 200-level course in literature. (History or Genre) Open to sophomores, juniors, and seniors. Maximum enrollment, 20.

335S The Romantic Poets.

The Romantic Period in English literary history has long been defined by the work of six male poets: Blake, Wordsworth, Coleridge, Shelley, Keats, and Byron. We will study their poetry in the context of form, history, and politics, and investigate how their work might be seen to form an ideology or movement. We will also read work by poets such as Barbauld, Clare, Burns, and Hemans, popular in their own day, but thought of as 'minor' subsequently, in order to evaluate how questions of gender and literary value inform our sense of what is 'Romantic'. (1660-1900). (Writing-intensive.) Prerequisite, one 200-level course in literature. (History or Genre) Open to sophomores, juniors, and seniors. Maximum enrollment, 20. Oerlemans.

[338] Seminar: Heroes and Bandits in Chinese History and Fiction.

Readings from several of China's greatest literary works (including histories, novels, opera and poetry) such as Sima Qian's *Records of the Grand Historian* and *The Romance of the Three Kingdoms*. Reexamination of widely held assumptions about history and fiction with discussions and writing assignments on the role played by different genres as sources for knowledge about the past. Emphasis on authors' attitudes in shaping narrative accounts of heroes, bandits, assassins, scholars, women and emperors. (Writing-intensive.) Prerequisite, 280, 285 or consent of instructor. (Same as History 338.) Maximum enrollment, 12.

342F Seminar: Written on the Wall: 20th-Century American Prison Writing.

The writing of the men and women inside the American prison system constitutes a kind of shadow canon to that of better-known literary artists. We will read broadly in 20th-century American prison writing, asking questions about the generic coherence, social and moral import, and historicity of prisoners' non-fiction, fiction and poetry. Authors will include Eldridge Cleaver, George Jackson, Assata Shakur, and Japanese and Chinese internees. Students will visit a writing class taught inside Attica Correctional Facility (post-1900). Prerequisite, one 200-level course in literature. (History or Identity and Difference) Open to juniors and seniors only. Does not fulfill the senior seminar requirement for the English concentration. (Same as American Studies 342.) Maximum enrollment, 12. Larson.

343S Seminar: Women Writing Against the Grain.

A comparative investigation of U.S. women writing their own stories through the genre of autobiography in the 19th and 20th centuries. Attention to theoretical and practical questions of ideology, genre, language, audience and reception. Particular focus on women's self-representation as hegemonic transgression at the intersections of race, class, gender, sexuality, nationality and ableism. (Writing-intensive.) Prerequisite, One course in Women's Studies and some coursework in comparative literature or literary theory or consent of the instructor. (Same as Women's Studies 343.) Maximum enrollment, 12. Vivyan Adair.

346F The Comedy of Terrors.

Analysis of 19th- and 20th-century works in which stark visions of the human condition are paradoxically presented in comic terms. Emphasis on the techniques by which the apparently contradictory tendencies of humor and terror are fused, as well as the reasons (psychological, philosophical, political and aesthetic) why writers, film-makers and composers have been attracted to this device. Readings by such writers as Gogol, Dostoevsky, Kafka, Nabokov, Ionesco and Burgess; study, as well, of such films as *Pulp Fiction* and *Fargo* and such operas as Strauss' *Salome*. Prerequisite, two courses in literature or consent of instructor. (Genre or Theme) P Rabinowitz.

[Fall 2007 01](#) (Rabinowitz P)

[349S] The Garden in the Machine: Depicting Place in Modern American Cinema.

An exploration of the many ways filmmakers and video-makers have explored and depicted the American landscape and cityscape. Extensive screenings of accomplished films and videos, contextualized by discussions of painting and photography; by readings of novels, stories, poems by Henry David Thoreau, Mary Austin, William Faulkner and others; by place-oriented films from other cultures; and by visiting filmmakers.

353F Anglo-American Modernism.

Principal trends in Modernist literature written in the United States and the United Kingdom roughly from 1900-45. Examination

of the contours of the primary tradition, as well as attention to counter-traditions that evolved alongside the accepted canon. Readings of poems, novels and stories by such writers as Yeats, James, Conrad, Joyce, Woolf, Eliot, Pound, Lewis, Ford, West and Loy will provide the context for understanding the larger trajectory of Modernism together with the opportunity for more detailed consideration of specific individual writers (post-1900). (Writing-intensive.) Prerequisite, one 200-level course in literature. (History or Intermedia) Open to sophomores, juniors and seniors. Maximum enrollment, 20. Yao.

356F Introduction to Japanese Film.

Traces the history of one of the world's most innovative film industries. Since the early 20th century, Japanese film makers have experimented with and improved upon cinema; their work has been influential not only in Japan but throughout the world. From the drama of early silent movies to anime, we'll cover some of the "greatest hits" of Japanese film, whether widely popular or critically acclaimed. This exploration of cinema in Japan will offer both a new perspective on cinema itself as well as an opportunity to view the genre's development in a specific cultural context. (Oral Presentations.) Prerequisite, Cinema and New Media Studies 120, Comparative Literature 120, Art History 120, any 200-level course in Asian studies or literature, or consent of the instructor. No prior knowledge of Japanese history, language or film required. Mandatory screenings on Mondays. (Same as East Asian Languages and Literatures 356.) Omori.

360S Proust.

Marcel Proust's "In Search of Lost Time" is often cited as the greatest Western novel, but because of its length—over 4000 pages in the standard English translation—it is seldom read. This course offers a rare chance to study the novel in its entirety, with particular attention to Proust's understanding of time, his revolutionary views on sexuality, his narrative technique, and his ideas about the relationship between literature and the other arts. Prerequisite, By consent of instructor. (Single-Author) Maximum enrollment, 12. P Rabinowitz.

365S Major Figures in Cinema.

Focus on crucial contributors to the wide world of cinema. The work of one, two, or three particular filmmakers, each from a different sector of the geography of cinema, will be examined in detail. Possible filmmakers include Alfred Hitchcock, James Benning, Ross McElwee, Stan Brakhage, Fritz Lang, the Coen brothers. Prerequisite, ARTH/CNMS/CPLIT 120; or ARTH/CNMS/CPLIT 290; or ARTH/CNMS/CPLIT 301; or permission of the instructor. (Same as Art History 365 and Cinema and Media Studies 365.) MacDonald.

[374S] The Hollywood Novel.

A look at novels dealing with or set in Hollywood and at adaptations of novels to film. Students will write short screen adaptations from short fiction and work together as a team (or in teams) on digital video productions of one or more student screenplays (post-1900). (Writing-intensive.) Prerequisite, one 200-level literature course on narrative fiction and one of the following: 215, Art 213, 313, 377 or College 300. (Genre or Intermedia) Open to juniors and seniors only. Maximum enrollment, 20.

375S Contemporary American Fiction.

Study of short stories and novels by authors writing in the past 30 years, such as Barth, Acker, Hawkes, Morrison, DeLillo, Mazza, Wideman, Anaya, Kingston, Proulx (post-1900). Prerequisite, one 200-level course in literature (205 or 266 preferred). Not open to first-year students. (Theme or Theory) Open to sophomores, juniors, and seniors. Widiss.

[376F] Africana Literatures and Critical Discourses.

An examination of literature produced by writers of former European colonies in Africa and its Diaspora, with particular attention to literary and theoretical issues, as well as responses to such developments as Negritude, feminism and post-colonialism. Readings will include selected twentieth and twenty-first century writers. Assignments will involve both written and digital work. (Post 1900) (Writing-intensive.) Prerequisite, one 200-level course in literature. Not open to first-year students. (Theory or Intermedia) Open to sophomores, juniors, and seniors. Maximum enrollment, 20.

[378S] African American Literature Beyond the Edge.

A critical survey of literatures from multiple genres concerned with conjuration, speculation, investigation, transgression or science fiction produced by African-American writers from the 19th century to the present. Includes works by such writers as Chesnutt, Sutton Griggs, W. E. B. Du Bois, Fisher, Chester Himes, Ernest Gaines, Octavia Butler, Walter Mosley, Steve Barnes, Jewelle Gomez, Samuel Delaney, Gayle Jones, Derrick Bell, Paula Woods, Tananarive Due and Nalo Hopkinson. (Post-1900) (Writing-intensive.) Prerequisite, One 200-level course in literature. (Genre or Identity and Difference) Open to sophomores, juniors, and seniors. Maximum enrollment, 20.

[380S] Ut Pictura Poesis: Contemporary Graphic Narrative.

An exploration of form and innovation in the rapidly evolving medium of graphic narrative. Includes a study of comics' development through the 20th century and the myriad experiments in reportage and autobiography, as well as in long-form fiction, that increasingly characterize comics' endeavor. Readings in contemporary American literature and critical theory consider comics' shifting social and cultural status, as well as the particular purchase this hybrid representational form has on experience and cognition. Prerequisite, one 200-level course in literature, American studies, art, art history or history. (Genre or Theme) Open to sophomores, juniors, and seniors. (Same as American Studies 380.)

[391] Feminist and Queer Literary Theory.

Contemporary feminist and queer theories have a close connection to literature; they emerged from and later transformed literary studies. We will discuss selected theoretical writing, as well as creative texts from the late nineteenth century to the late twentieth century: fiction, plays, and films. Conversations will center around questions of identity and performativity, and the intersections

of gender, sexuality, race and class. Readings to be drawn from the following: Oscar Wilde, Radclyffe Hall, James Baldwin, Audre Lorde, E. M. Forster, Virginia Woolf, Tony Kushner, Cherrie Moraga. Prerequisite, At least two courses in CpLit and/or Women's Studies. (Theory or Identity and Difference) (Same as Women's Studies 391.)

419S Seminar: Creative Writing.

For students whose work and purpose have developed sufficiently to warrant advanced work in fiction or poetry. Students will construct individual projects leading to a final collection of writings in the form of a novella, a series of stories, or a series of poems. Regular writing and reading assignments, as well as critiques in class. Prerequisite, 304 and 305. Open only to senior concentrators and, if there is room, senior minors. Maximum enrollment, 12. Prerequisite, 304 and 305. Open only to senior concentrators and, if there is room, senior minors. Maximum enrollment, 12. Hall.

[Spring 2009 02](#) (Hall T)

425/525S Seminar: Shakespeare in Context.

Close examination of plays by Shakespeare in conjunction with plays by such contemporaries as Christopher Marlowe, Thomas Middleton, and Ben Jonson. Topics will include *Hamlet* and other revenge plays, *Macbeth* and the problem of evil, *The Merchant of Venice* and anti-Semitism, and *Romeo and Juliet* and the representation of love. Prerequisite, a 300-level course in literature. Open to juniors and seniors only. Maximum enrollment, 12. Strout.

428/528S Seminar: Muslims, Women and Jews: Alterity and Identity in the Middle Ages.

How did medieval Christians perceive difference and define the boundaries of identity? Study of medieval literature dealing with disenfranchised populations within European Christian society (women and Jews) and those outside its bounds (Muslims). Readings by authors such as Chaucer, Margery Kempe and John Mandeville, as well as anonymous dramas and crusade romances, and modern criticism. Particular consideration of literary and cultural contexts, including sermon stories, histories, medical and legal texts, polemics and religious tracts (pre-1700). Prerequisite, three courses in literature. Open to juniors and seniors only. Maximum enrollment, 12. Terrell.

435F Seminar: Jane Austen: Text and Film.

Close reading and discussion of Austen's six published novels. Attention to questions of genre raised by treatments of the novels in film and television productions (1660-1900). Prerequisite, three courses in literature. (Intermedia or Single-Author) Open to juniors and seniors only. Does not fulfill the senior seminar requirement for the English concentration. Maximum enrollment, 12. J O'Neill.

[438/538S] Seminar: George Eliot.

While Mary Ann Evans was shunned by Victorian high society for living with a married man, her reputation as the author George Eliot established her as the most respected and influential female novelist of the 19th century. In this seminar we will study Eliot's art as a novelist and her contributions to debates concerning science, religion and the woman question in works such as *The Mill on the Floss*, *Middlemarch* and *Daniel Deronda* (1700-1900). Prerequisite, three courses in literature. Open to juniors and seniors only. Maximum enrollment, 12.

[439/539S] Seminar: Race and Nation in the Middle Ages.

What did race and nation mean in the Middle Ages? We'll start by investigating English attempts to establish a unified national identity out of a history of invasion and colonization; we will also consider examples of Celtic resistance to English imperialism. We will then turn to writing that explores English (or British) identity in an international context, to examine how real and imagined contact with other cultures—particularly in the context of the Crusades—influenced English conceptions of nation, race, and identity. Genres will include travel writing, romance, and historical narrative. Prerequisite, Three courses in literature. Open to Juniors and Seniors only. Maximum enrollment, 12.

[442F] Seminar: Booked: Prison Writing.

Prisons have been the settings for scenes of tragedy, comedy, romance and social protest. While aware of this use of the prison as a literary device, we will read writers who have actually suffered incarceration. We will read canonical texts (by Plato, Boethius, King), post-colonial prison writers (Abani, Thiong'o), and the work of men and women inside the American prison system. Among other requirements, students will read work by and visit men in a writing class taught inside Attica Correctional Facility. Prerequisite, three courses in literature. Open to juniors and seniors only. Does not fulfill the senior seminar requirement for the English concentration. Maximum enrollment, 12.

447/547S Seminar: James Joyce.

In-depth study of Joyce's major works in their historical and cultural contexts. Readings include *Dubliners* and *Finnegans Wake*, Major emphasis on *Ulysses*. Prerequisite, three courses in literature. Open to juniors and seniors only. post-1900 Maximum enrollment, 12. Steven Yao.

[458/558S] Seminar: The 19th Century American Novel and the Marketplace.

The American market for home-grown novels developed in the 19th century. In competition with each other and pirated British novels, American novelists hoped to write the next best-seller. We will read some of those best-sellers -- novels by Cooper, Lippard, Sedgwick, Child, Warner and Stowe -- along with now-canonical novels (such as those by Melville and Hawthorne) that did considerably less well in the market, with an eye toward understanding some of the tensions between the literary marketplace and the development of the literary canon (1700-1900). Prerequisite, three courses in literature. Open to juniors and seniors only. Maximum enrollment, 12.

[459/559S] Seminar: TransAtlantic Romanticisms.

Exploration of Romantic ideologies in literature (poetry and novels) from England and the United States. Discussion of nationalism, nature, individualism, and imagination as they appear in authors including Wordsworth, Byron, Scott, Cooper, Whitman, Dickinson, and Melville. Attention to the paradox of influence in asserting notions of national identity. (1660-1900) Prerequisite, three courses in literature. Open to juniors and seniors only. Maximum enrollment, 12.

[463/563S] Seminar: The Pound Era.

Examination of the age of Modernism through the efforts of one of its most influential and controversial figures: the poet, promoter, polemicist and propagandist Ezra Pound. Readings of poetry and fiction from the period by such writers as T. S. Eliot, H.D. and James Joyce. Discussion of such issues as the poetic movements of Imagism and Vorticism, translation as a form of Modernist expression, the role of history in literary discourse, the relationship between poetry and politics, questions of formal innovation, and the question of American poetic identity (post-1900). Prerequisite, three courses in literature. Open to juniors and seniors only. Maximum enrollment, 12.

[465/565S] Seminar: Faulkner and the South.

Study of Faulkner's major novels in the context of the ongoing effort to write the South (post-1900). Prerequisite, three courses in literature. Open to juniors and seniors only. Maximum enrollment, 12.

[473/573] Seminar: Major African Writers.

A comprehensive comparative investigation into works by two or more contemporary African writers. Attention to theoretical and practical questions of ideology, genre, language, gender, class and geographic region to determine the multiple articulations among authors, texts and audiences (post-1900). Prerequisite, three courses in literature or consent of instructor. Open to juniors and seniors only. Maximum enrollment, 12.

474/574S Seminar: Major African-American Writers.

An in-depth investigation of selected 20th-century and contemporary works by African-American writers. Focus on the theoretical and practical questions of genre, language, gender, class and ideology to determine the multiple articulations among authors, texts and audiences. Traditional written assignments, critical discussion and digital media coursework in the computer lab are required (post-1900). Prerequisite, three courses in literature. Open to juniors and seniors only. Odamtten.

498F Honors Project in Creative Writing.

Independent study under the supervision of creative writing faculty, for honors candidates who wish to qualify for honors in creative writing. Prerequisite, Permission of Department. Students will be assigned to CW faculty for the project. Maximum enrollment, 8. Naomi Guttman.

500S Honors Thesis.

Independent study for honors candidates in English, culminating in a thesis. Prerequisite, approval of the department. The Department.

500F Senior Seminar: Theme and Variations.

The theme, a favored location for literary study for most of the 20th and now 21st centuries, is important for comparative work. We will study the ways in which themes are used and reused in different texts from different cultures, addressing traditional themes and modern reworkings, especially those inspired by feminism, queer theory, and post-colonial theory. Readings will be drawn from authors such as Homer, Euripides, Ishmael Reed, Paule Marshall, Wole Soyinka, Monique Wittig. Extensive opportunities for independent research. Prerequisite, three courses in literature. Seniors only. Priority to Comp Lit concentrators. Maximum enrollment, 12. N Rabinowitz.

501S Honors Project.

Independent study for honors candidates in Creative Writing. Prerequisite, approval of the department.

550S Senior Project.

A project resulting in a thesis and supervised by a member of the department. Required of candidates for departmental honors. The Department.

Mathematics

Faculty

Robert Kantrowitz, *Chair*

Richard E. Bedient (F)

Debra L. Boutin (FS)

Sally Cockburn

Andrew Dykstra

Courtney Gibbons

Timothy J. Kelly

Larry E. Knop (f)

Chinthaka Kuruwita (S)

Michelle LeMasurier

Robert Redfield (F)

Joshua Wiscons (fs)

Topaz Dent Wiscons (f)

For students matriculating in 2013 or later:

A concentration in mathematics consists of the courses 116, 216, 224, 314, 325, 437, and three electives, of which at least one must be at the 300 level or higher. Concentrators fulfill the Senior Program requirement by taking 437. It must be taken in the fall of the student's senior year, and all lower-numbered required courses, with at most one exception, should be completed prior to that time. Physics 320 or Physics 325, but not both, may be counted toward the concentration as an elective at the 200 level. Students may earn departmental honors by completing courses that satisfy the concentration with an average of 3.6 or higher, by taking a fourth elective that is at the 300 level or higher, and by making a public presentation to the department on a mathematical topic during their junior or senior year.

A minor in mathematics consists of 116, 216, 224 and two mathematics electives.

For students matriculating before 2013:

A concentration in mathematics consists of nine courses including the required courses 113; 114, 115 or 215; 224; 215, 231, 234, 235 or 253; 314; 325; 437; and two electives, of which at least one must be at the 300 level or higher. Concentrators fulfill the Senior Program requirement by taking 437. It should be taken in the fall of the student's senior year, and all lower-numbered required courses, with at most one exception, should be completed prior to that time. Physics 320 or Physics 325, but not both, may be counted as a lower-level elective toward the concentration. Students may earn departmental honors by completing courses that satisfy the concentration with an average of 3.6 or higher, by taking a third elective that is at the 300 level or higher, and by making a public presentation to the department on a mathematical topic during their junior or senior year. A minor in mathematics consists of 113, 224 and three mathematics electives. One of the electives is normally 114 or 215 and at least one of them must have 224 as a prerequisite.

[100] Statistical Reasoning and Data Analysis.

An introductory course intended to develop an understanding of and appreciation for the statistical approach to problems in business and the natural, social and behavioral sciences. (Quantitative and Symbolic Reasoning.) Not open to students who have taken a calculus course, Economics 265 or Psychology 280. May not be counted toward the concentration or the minor. Maximum enrollment, 25.

[101F] Fractal Geometry and Chaos Theory.

A visual introduction to the geometry of fractals and the dynamics of chaos. Study of mathematical patterns repeating on many levels and expressions of these patterns in nature. Extensive use of computers, but no computer expertise assumed. Placement subject to approval of the department. Not open to students who have taken a calculus course or 123. May not be counted toward the concentration or the minor. Maximum enrollment, 20.

[103F] Explorations in Mathematics.

A study of topics selected from scheduling, ways of counting, probability and statistics, geometry, social choice and decision making. Placement subject to approval of the department. Not open to students who have taken a calculus course or 123. May not be counted toward the concentration or the minor.

[108F] Transformation Geometry.

An introduction to transformations of the plane. Topics include line reflections, rotations, glide reflections, groups of isometries and symmetry groups. May not be counted toward the concentration or the minor. Maximum enrollment, 25.

113F,S Calculus I.

Introduction to the differential and integral calculus of a single variable. Topics include limits, continuity, derivatives, max-min problems and integrals. (Quantitative and Symbolic Reasoning.) Four hours of class. The Department.

[Fall 2006 02](#) (Boutin D)

[Fall 2008 01](#) (Gries D)

[Fall 2008 02](#) (Kantrowitz R)

[Fall 2008 03](#) (Kantrowitz R)

[Fall 2008 04](#) (Gries D)

[Fall 2011 01](#) (Wiscons J)

[Fall 2011 02](#) (Wiscons J)

[Fall 2011 03](#) (Bedient R)

116F,S Calculus II.

116 F,S Calculus II – A continuation of the study begun in 113. Methods of integration, improper integrals, applications of integration to volume and arc length, parametric equations, sequences and series, power series, vectors, and an introduction to 3-dimensional coordinate systems with equations of lines and planes. Prerequisite, 113 or placement by the department. Not open to students who have taken 114. The Department. (Quantitative and Symbolic Reasoning.) Completion of 116 with a grade of C- or greater gives Hamilton credit for both 113 and 116 for those students placed into 116. The Department.

201F,S Topics in Mathematics.

Self-designed exploration of mathematical theory or applications that may include concentrated study of a narrowly focused topic, guest lectures, faculty and/or student presentations, independent research in the mathematical literature or a field experience. Course ends with an oral presentation in which the student summarizes the mathematics learned in the process. Prerequisite, consent of instructor. One-quarter course credit based on Satisfactory/Unsatisfactory. May be taken more than once with consent of the department. The Department.

216F,S Multivariable Calculus.

Introduction to functions of more than one variable, partial derivatives, multiple integrals in two and three dimensions, line and surface integrals, Green's Theorem, curl, divergence, the Divergence Theorem and Stokes' Theorem. Prerequisite 116 or placement by the department. Not open to students who have taken 114. The Department. (Quantitative and Symbolic Reasoning.) Completion of 216 with a grade of C- or greater carries credit for both 116 and 216 for those students placed into 216. The Department.

224F,S Linear Algebra.

An introduction to linear algebra: matrices and determinants, vector spaces, linear transformations, linear systems and eigenvalues; mathematical and physical applications. (Writing-intensive.) (Quantitative and Symbolic Reasoning.) Prerequisite, 116 or 215 or consent of instructor. Maximum enrollment, 20. The Department.

[Spring 2006 03](#) (Boutin D)

[Spring 2009 03](#) (LeMasurier M)

[Spring 2010 03](#) (Boutin D)

[Spring 2010 04](#) (Boutin D)

[Fall 2011 02](#) (Wiscons J)

231S Linear Optimization.

An introduction to solving optimization problems involving linear functions subject to linear constraints (linear programming). Topics include the simplex method, duality theory, game theory and integer programming. Features applications to economics, computer science and other areas. (Quantitative and Symbolic Reasoning.) (Oral Presentations.) Prerequisite, 224. Cockburn.

[234] Combinatorics.

Topics include enumeration, design theory and error correcting codes. Enumeration theory covers methods of counting objects with a given description (used to compute probabilities and to estimate computer program running times). Design theory covers methods for creating collections of sets meeting given criteria (used in experimental design). Error correcting codes covers how small errors can be identified and corrected (used in MP3 players, DVDs, cable TV). Prerequisite, 224.

235F,S Differential Equations.

Theory and applications of differential equations, including first-order equations, second-order linear equations, systems of equations, and qualitative and numerical methods. (Oral Presentations.) Prerequisite, For students matriculating before 2013: 114, 115 or 215, and 224. For students matriculating in 2013 or later: 116 and 224 (216 is recommended but not required). Maximum enrollment, 24. LeMasurier.

[Spring 2007 01](#) (LeMasurier M)

[Spring 2007 02](#) (LeMasurier M)

253F,S Statistical Analysis of Data.

An introduction to the principles and methods of applied statistics. Topics include exploratory data analysis, sampling distributions, confidence intervals, hypothesis testing, regression analysis, analysis of variance and categorical data analysis. Extensive reliance on authentic data and statistical computer software. (Quantitative and Symbolic Reasoning.) Prerequisite, 113

or departmental placement. Maximum enrollment, 25. The Department.

254F Statistical Modeling and Applications.

A continuation and extension of the study of statistics begun in 253. Topics include simple and multiple regression, analysis of variance, categorical data analysis, logistic regression, and nonparametric methods designed to test hypotheses and construct confidence intervals. (Quantitative and Symbolic Reasoning.) Prerequisite, a full-year AP course in statistics, or Math 253, or any introductory statistics course at Hamilton, or departmental permission. Maximum enrollment, 25. Kelly.

265S Fractal Geometry: Concepts and Applications.

Considers the mathematics behind the stunning visual images of fractals. Topics will include self-similarity, dimension, Julia sets, the Mandelbrot set, circle inversions, cellular automata and basins of attraction. (Quantitative and Symbolic Reasoning.) Prerequisite, 224. Bedient.

[313] Knot Theory.

An introduction to knot theory. Topics include classification of different types of knots, the relations between knots and surfaces, and applications of knots to a variety of fields. (Quantitative and Symbolic Reasoning.) Prerequisite, 224.

314F,S Real Analysis.

An introduction to analysis. Topics include completeness of the real numbers, cardinality, sequences, series, real-valued functions of a real variable, limits, and continuity. (Writing-intensive.) Prerequisite, 116 or 216, and 224. Maximum enrollment, 20. Kantrowitz (fall), Cockburn (spring).

[315S] Functional Analysis.

An introduction to functional analysis. Topics include metric and normed linear spaces, including sequence spaces, function spaces, Hilbert and Banach spaces; Fourier series, and bounded linear operators. Prerequisite, 314 or consent of instructor.

318S Complex Analysis.

An introduction to the theory of analytic functions of a complex variable: Cauchy-Riemann equations, contour integration, Cauchy-Goursat theorem, Liouville theorem, Taylor and Laurent expansions, Residue theory. Prerequisite, 314. LeMasurier.

[Spring 2007 01](#) (LeMasurier M)

[322S] Graph Theory.

An introduction to the theory and applications of graph theory. Topics include: trees; connectivity; Eulerian and Hamiltonian graphs; vertex-, edge- and map-colorings; digraphs; tournaments; matching theory; planarity and Ramsey numbers. (Quantitative and Symbolic Reasoning.) Prerequisite, 224.

[324S] Linear Algebra II.

A continuation of 224, with emphasis on the study of linear operators on complex vector spaces, invariant subspaces, generalized eigenvectors and inner product spaces. Prerequisite, 224.

325F,S Modern Algebra.

An introduction to the three fundamental structures of abstract algebra: groups, rings and fields. (Writing-intensive.) Prerequisite, 224. Maximum enrollment, 20. Gibbons (fall), J Wiscons (spring).

[Spring 2005 01](#) (Boutin D)

[Spring 2010 01](#) (Boutin D)

327S Cryptography.

An introduction to cryptography, the study of enciphering messages. Topics covered follow the historical progression of codes, from symmetric key to public key cryptosystems and their implementation. The course also covers the number theory necessary for the study of modern encryption techniques, with special attention paid to modular arithmetic and theorems about prime numbers. Optional topics at the end of the course include quantum cryptography or the study of elliptic curves. (Quantitative and Symbolic Reasoning.) Prerequisite, 314 or 325. Gibbons.

[335] Differential Equations II.

A continuation of 235, with emphasis on techniques for studying nonlinear dynamical systems. Topics include equilibria in nonlinear systems, bifurcations, limit sets, the Poincare-Bendixon theorem, strange attractors, discrete dynamical systems and symbolic dynamics. Prerequisite, 235 and 314.

337S Partial Differential Equations.

Theory and applications of partial differential equations. Topics include separation of variables, Fourier series and transforms, and the Laplace, heat and wave equations. (Quantitative and Symbolic Reasoning.) Prerequisite, Math 224 and Math 235. Dykstra.

351F Probability Theory and Applications.

An introduction to probability theory, including probability spaces, random variables, expected values, multivariate distributions and the central limit theorem, with applications to other disciplines and an emphasis on simulation as an exploratory tool. Prerequisite, 116 or 216, and 224. 224 may be taken concurrently. Kelly.

352S Mathematical Statistics and Applications.

Study of the mathematical theory underlying statistical methodology. Topics include the law of large numbers, estimation,

hypothesis testing, linear models, experimental design, analysis of variance and nonparametric statistics, with applications to a variety of disciplines. Prerequisite, 351. Kuruwita.

[361] Number Theory.

Number theory is the study of the properties of the positive integers. Topics include divisibility, congruences, quadratic reciprocity, numerical functions, diophantine equations, continued fractions, distribution of primes. (Quantitative and Symbolic Reasoning.) Prerequisite, 325 or consent of instructor.

[362S] Geometries.

A survey of geometries including Euclidean, hyperbolic, and spherical. Discrete geometry (triangulations of spaces), and possible geometries of the universe will also be discussed. A geometric/pictorial approach will be emphasized. The course will include reading assignments, discussions, and student presentations. (Quantitative and Symbolic Reasoning.) (Oral Presentations.) Prerequisite, 224.

450F,S Senior Research.

A project for senior concentrators in mathematics, in addition to participation in the Senior Seminar. Prerequisite, consent of department. The Department.

Seminars offered in recent years

437F Senior Seminar in Mathematics.

Study of a major topic through literature, student presentations and group discussions, with an emphasis on student presentations of student-generated results. Choice of topic to be determined by the department in consultation with its senior concentrators. The Department.

[Fall 2006.08](#) (Boutin D)

437-01F Senior Seminar in Algebra.

An introduction to group theory with an emphasis on group actions. Students are responsible for providing examples, counterexamples, and proofs of theorems and regularly present their work in class. The course concludes with the students researching a topic in group theory of their own choosing. The topics covered in the course will include symmetric groups, dihedral groups, (subgroups of) general linear groups, projective linear groups, Lagrange's theorem, Orbit-Stabilizer theorem, Cauchy's theorem, and Sylow's theorems. (Quantitative and Symbolic Reasoning.) (Oral Presentations.) Prerequisite, 325. Maximum enrollment, 12. Wiscons, J.

[437-03F] Senior Seminar in Mathematical Modeling.

The description of biological, physical and social phenomena using the language of mathematics. Focuses on the construction of software-based mathematical models and on the analysis and critique of such models. (Oral Presentations.) Prerequisite, Math 235 and 253, or consent of the instructor. Maximum enrollment, 12.

437-04F Senior Seminar in Statistics.

A continuation of studies in mathematical statistics and the analysis of data. Topics include maximum likelihood estimation, regression, analysis of variance and design of experiments. (Oral Presentations.) Prerequisite, 251 or 351, and 253 or 352. Maximum enrollment, 12. Kuruwita.

[437-05] Senior Seminar in Topology.

Students jointly produce a textbook based on an outline provided. Topics include topological spaces, continuity of maps and homeomorphism. Spaces are described as connected and Hausdorff. The fundamental group is computed and used to classify various spaces. (Oral Presentations.) Prerequisite, Math 314W or Math 325W. Maximum enrollment, 12.

[437-08] Senior Seminar in Graph Symmetries.

Focuses on symmetries of simple and directed graphs. Graphs studied include the integer lattice, Kneser graphs, hypercubes, Cayley graphs. Given an outline containing definitions, theorems, and conjectures, students find examples, proofs and counterexamples, and create a course text with their results. No prior knowledge of graph theory is needed. (Oral Presentations.) Prerequisite, 325. Maximum enrollment, 12.

437-09F Senior Seminar in Philosophical Foundations of Mathematics.

The first half of this seminar focuses on the set theoretical foundations of mathematics, including ordered sets, ordinal and cardinal numbers, and the classic set paradoxes. Students will be given definitions for which they must find examples and theorems for which they must find proofs. Readings includes classic papers in the philosophy of mathematics by such authors as Bertrand Russell, Kurt Gödel, David Hilbert, A. J. Ayer and Henri Poincaré. Final paper required. (Oral Presentations.) Prerequisite, 314. Maximum enrollment, 12. Cockburn.

[437-10F] Senior Seminar in the History of Mathematics.

Survey of the history of mathematics through the nineteenth century, including the mathematics of ancient civilizations and the roots of fundamental concepts. (Oral Presentations.) Prerequisite, 224. Maximum enrollment, 12.

437-11F Senior Seminar in Dynamics.

Various topics from discrete dynamics are explored by working through a series of exploratory modules. Students work in teams and present their findings to the class. Topics include fixed points and their classifications, cycles and their classifications, fractal sets, sensitive dependence and chaos, symbolic dynamics and Sharkovskii's periodic point theorem. (Quantitative and Symbolic Reasoning.) (Oral Presentations.) Prerequisite, Math 314W. Maximum enrollment, 12. Dykstra.

437-12F Senior Seminar in Applied Statistics.

An exploration of the analysis of data using techniques from Math 253 and beyond, with particular emphasis on regression and the general linear model. Students will be expected to do some independent explorations. Prerequisites, Math 224, Math 253, or permission of the instructor. (Quantitative and Symbolic Reasoning.) (Oral Presentations.) Prerequisite, Math 224, Math 253, or permission of the instructor. Maximum enrollment, 12. Kelly.

Medieval and Renaissance Studies

Faculty

Katherine H. Terrell, *Director* (English)
Barbara Gold (Classics)
John Eldevik (History)
Lydia R. Hamessley (Music)
Roberta L. Krueger, (French)
John C. McEnroe (Art History)
Anjela Mescall (Comparative Literature)
Margaret Thickstun (English)
Nat Strout (English)
Maria Willstedt (Hispanic Studies)

The Medieval and Renaissance Studies Program offers an interdisciplinary minor consisting of five courses taken within at least three disciplines (Art History, Comparative Literature, English, French, Hispanic Studies, History, Music). One of the five courses must be a history course and two of the courses must be taken in the same department.

For complete information about the courses listed below, including prerequisites, enrollment limits and when a course is offered, consult the full descriptions under the appropriate departments.

ART HISTORY

270 Visual Culture of the Middle Ages
282 The Renaissance: Reframing the Golden Age

CLASSICS

390 Medieval Latin

COMPARATIVE LITERATURE

211 Readings in World Literature I
228 From Different to Monstrous: Muslim (and Christian) Subversions and Coercions
266 Storytelling in Arabic and European Literatures
284 From Harlot to Saint: Muslim Women, Christian Women and Other Women
289 Introduction to Arabic Literature

ENGLISH

221 Introduction to Old English
222 Chaucer: Gender and Genre
225 Shakespeare
226 Milton
293 The Making of English
323 Other Worlds in Middle English Literature
327 English Renaissance Literature 1550-1660
328 English Renaissance Drama
329 When God Shakes a Kingdom
427 Shakespeare in Context
428 Muslims, Women, and Jews: Alterity and Identity in the Middle Ages

FRENCH

403 In Her Own Voice: French Women Writers of the Middle Ages and the Renaissance
404 Legends of the Round Table
406 Comic Visions in French Literature from the Fabliaux to Figaro
414 East Meets West: Cultural Encounters in Medieval French Literature
416 Saints and Sinners in Medieval French Literature

HISPANIC STUDIES

300 Medieval Spanish Literature

HISTORY

146 Christianity to 1500
150 Myth and History in the Middle Ages
202 Late Antiquity and the Early Middle Ages

207 Europe and the Mediterranean 1100-1500
295 The Crusades
320 Power and Lordship in Medieval Europe
326 Rebels, Radicals and Reformers
339 Columbus's Library

LATIN

390 Topics in Roman Society and Culture: Medieval Latin

MEDIEVAL AND RENAISSANCE STUDIES

223 Gender and Violence in the Middle Ages

MUSIC

251 Music in Europe Before 1600

RELIGIOUS STUDIES

146 Christianity to 1500

223S Gender and Violence in the Middle Ages.

This course serves as an introduction to the field of Medieval and Renaissance Studies. Drawing on multiple disciplinary perspectives, including those of literature, law, history, and art, we will examine the intersection of ideas about the body, gender, and violence in the European Middle Ages. Readings may include the Bible and early patristic writings; the lives of saints; poems and advice manuals on courtly love; depictions of women in the Crusades; Icelandic sagas; and perspectives on the trial of Joan of Arc. (Oral Presentations.) Prerequisite, One 100-level course in literature or history, or AP 4 or 5 in English or history. (Same as Literature and Creative Writing 223 and History 223.) Maximum enrollment, 24. Katherine Terrell and John Eldevik.

Middle East and Islamic World Studies

Program Committee

Shoshana Keller, *Director* (History)

Abishek Amar (Religious Studies) (F, S)

Erol Balkan (Economics)

Anat Guez (Critical Languages, Hebrew)

Mireille Koukjian (Critical Languages, Arabic)

Ned Walker (Government)

An interdisciplinary minor in Middle East and Islamic World Studies consists of five courses from the list below. These courses must include at least one course from each of three divisions: language and literature (Arabic and/or Hebrew); social sciences (government, history, economics and anthropology); and religious studies (Islam and/or Judaism). One course must be taken at the introductory (100) level, and one at the advanced (300 or 400) level.

Language and Literature

CLNG 107 First-term Hebrew

CLNG 108 Second-term Hebrew

CLNG 115 First-term Arabic

CLNG 116 Second-term Arabic

CLNG 207 Third-term Hebrew

CLNG 208 Fourth-term Hebrew

CLNG 215 Third-term Arabic

CLNG 216 Fourth-term Arabic

CLNG 315 Media Arabic

Social Science

ANTHR 231 Societies of the Middle East

ANTHR 235 Multi-Ethnic Israel

ECON 352W Political Economy of the Middle East

GOVT 217 Politics in the Middle East

GOVT 330 Tools of Diplomacy

GOVT 349 International Politics of Oil

GOVT 364 Israeli Internal Politics and US Policy

GOVT 369 American Policy in the Middle East

GOVT 381 Creating Palestine

HIST 124 Silk Road

HIST 275 History of the Modern Middle East

HIST 295 The Crusades

RLST 111 Ancient Jewish Wisdom

RLST 128 Peoples of the Book: Judaism, Christianity and Islam

RLST 143 The Sacred in South Asia

RELST 200 Modern Jewish Thought

RELST 203 Politics of the Bible

RELST 242 Rise and Fall of David

RELST/HIST 244 Hindus and Muslims in South Asia

RELST/ART 245 Hindu, Buddhist and Islamic Arts of India.

RLST/HIST 256 Islam and Modernity in South Asia

Science

GEOSC 103 Principles of Geoscience: Geology of Human Events in North Africa and the Middle East

Music

Faculty

G. Roberts Kolb, Chair
Lydia R. Hamessley
Heather R. Buchman
Robert G. Hopkins
Samuel F. Pellman
Michael E. Woods (S)

Special Appointments

Rick Balestra
Suzanne Beevers
Stephen Best
Paul Charbonneau
Jon R. Garland
Linda Greene
Eric Gustafson
Nancy James
Jim Johns
Lauralyn Kolb
Allan Kolsky
Ursula Kwasnicka
Daniel MacCollum
Rick Montalbano
Colleen R. Pellman
Darryl Pugh
Gregory Quick
John Raschella
Monk Rowe
Patricia Sharpe
Jesse Sprole
Jeff Stockham
Sar-Shalom Strong
Ubaldo Valli
Jon Fredric West

A concentration in music comprises 11 courses: 209, 251, 252, 253, 254 or 259, 280 and 281 (half-credit courses), 309, 350, 351, the Senior Project (452), and one course credit in performance (from among courses in solo performance and/or group performance). A more complete description of the Senior Project is available from the department. Prerequisite for 209: 109 or placement through department placement exam; prerequisites for 280 and 281: 180 and 181 respectively. Concentrators are also expected to participate in department ensembles in each semester. Students contemplating graduate work in music should consult with a member of the department at an early date. Department honors can be earned by students who have at least a 3.5 average in their coursework that counts toward the concentration as well as through distinguished achievement in Mus 550-551 (Honors Senior Project I-II).

A minor in music comprises five courses: 209, two courses from among 251, 252, 253, and 254 or 259; one course credit in performance (from among courses in solo performance and/or group performance); and one other full-credit course except 109.

Music 104, 154, and 160 are open to juniors; 109 is open to both juniors and seniors. Juniors and seniors without prior courses in the department may enroll in 258 and 420.

Courses in Literature and History of Music

104S Masterpieces of Western Music.

A listening course based on the study of selected masterpieces of Western music in their historical context. Emphasis on listening skills and the evaluation of cultural and musical meanings. Includes instrumental and vocal works by Monteverdi, Handel, Mozart, Beethoven, Verdi and Stravinsky. No ability to read music is assumed or required. (Writing-intensive.) Maximum enrollment, 20. Hopkins.

108F From Words to Song.

An exploration of the relationship between words and music — of the many and different ways in which the meanings and emotions of the words have (and have not) been expressed through music in the last millennium. (Writing-intensive.) (Oral Presentations.) (Proseminar.) No previous knowledge of music required. Open to first-year students only. Maximum enrollment, 16. G Kolb.

[154] Music of the World's Peoples.

A study of selected cultures around the world, including Native American music of North America, sub-Saharan African music, African-American music in the United States, Latin American music and the classical traditions of India, Indonesia and Japan. Consideration given to musical style and the role of music in these cultures. (Proseminar.) Not open to seniors. Maximum enrollment, 16.

160F History of Jazz.

A study of jazz from its origins (its African heritage, blues and ragtime) to 1950. A survey of jazz styles, including New Orleans and Chicago styles, boogie-woogie, swing, bebop and cool jazz. Not open to seniors. (Same as Africana Studies 160.) Woods.

245S Music in American Film.

An examination of music in American film from silent films to the present with an emphasis on the golden age of Hollywood. Topics include the development of musical conventions in film, different approaches of film composers (Steiner, Tiomkin, Rózsa, Herrmann, Newman, Bernstein, Williams), and the meanings that music brings to the films' narratives. Includes films such as *Casablanca*, *Citizen Kane*, *To Kill a Mockingbird*, *Of Mice and Men*, *A Streetcar Named Desire*, *West Side Story*, *Bonnie and Clyde*, *American Graffiti*, *O Brother, Where Art Thou?*, *The Hours* Special attention to films of Hitchcock. Prerequisite, two courses, in any combination, in music, film, or literature. Three hours per week for film viewings in addition to class time. (Same as American Studies 245.) Hamessley.

251F Music in Europe Before 1600.

A study and analysis of major developments in style of Western music to 1600, including early music theory, the rise of notation and polyphony, the relationship between music and text, and problems of performance practice. Consideration of the influence of political, economic, technological and cultural environments upon the development of musical styles. Prerequisite, 109. Hamessley.

252S Music in Europe, 1600 to 1900.

A study and analysis of major developments in style of Western music between 1600 and 1900, including the birth and development of opera, the growth of the concerto and symphony, the proliferation of program music and consideration of the varied audiences for whom composers of the Baroque, Classical and Romantic periods were writing. Consideration of the influence of political, economic, technological and cultural environments upon the development of musical styles. (Proseminar.) Prerequisite, 109. Maximum enrollment, 16. Hopkins.

[Spring 2006 01](#) (Hopkins R)

253S Music in Europe and America Since 1900.

A study and analysis of major developments in style of Western music since 1900, in particular the dissolution of tonality in the first decades of the century, the alternatives to traditional tonality that developed subsequently and the proliferation of styles in more recent years. Consideration of the influence of political, economic, technological and cultural environments on these developments. (Writing-intensive.) (Proseminar.) Prerequisite, 109. Maximum enrollment, 16. Buchman and Pellman.

[Fall 2006 01](#) (Buchman H)

254F Studies in World Music.

Examination of selected non-Western music cultures with primary emphasis on West African drumming and Javanese gamelan traditions. Focus on musical procedures as well as cultural uses of the music and corollary arts. Includes hands-on performance in the traditions studied. (Proseminar.) Prerequisite, One course in music or consent of instructor. Offered every other year. Maximum enrollment, 16. Hamessley.

258S Opera.

Study of literary and musical dimensions of operas by major composers from Monteverdi and Mozart to the present. Emphasis on the transformation of independent texts into librettos and the effects of music as it reflects language and dramatic action. Includes such works as *Orfeo*, *The Marriage of Figaro*, *Otello*, *The Turn of the Screw* and *Candide*. Prerequisite, two courses in music or two in literature, or one in each field, or consent of instructors. (Same as Comparative Literature 258.) Maximum enrollment, 24. Hamessley and P Rabinowitz.

259F Studies in Jazz.

A study of the life, times and music of selected jazz musicians from 1950 to the present. Emphasis on the range of jazz styles from that era including funky, fusion and free jazz. Prerequisite, 160 or consent of instructor. (Same as Africana Studies 259.) Woods.

[262S] African-American Popular Music.

A study of the music of selected popular African-American artists, including rhythm-and-blues artists, black gospel soloists and performers of soul music and rap music. Focus on the social issues, musical modes of expression and cultural importance of the artists. Prerequisite, one full-credit course in music. (Same as Africana Studies 262.)

420S Seminar in American Studies: American Folk Revivals.

Study of the folk revivals that marked 20th-century U.S. cultural life. Topics include African and Native-American origins, 19th-century minstrels, Stephen Foster, the Appalachian ballad collections of Cecil Sharp, the legacy of the Lomax and Seeger families, bluegrass and hillbilly music, Woody Guthrie and union songs, the freedom songs of the Civil Rights Movement, the Washington Square scene in Greenwich Village, Bob Dylan and Joan Baez. Grounded in the study of music and its circulation, examines the impact of these revivals on dance, film, literature and politics. Prerequisite, two courses in English, history or music (in any combination), or consent of instructor. (Same as American Studies 420.) Maximum enrollment, 12. Hamesley.

[Spring 2010.01](#) (Hamesley L, Kodat C)

Courses in Performance

125F,S Applied Music.

The study of music through lessons in voice, flute, oboe, English horn, clarinet, bassoon, saxophone, horn, trumpet, trombone, euphonium, tuba, piano, organ, harp, percussion, acoustic guitar, jazz guitar, violin, viola, 'cello and contrabass. Half-hour tutorial for one-quarter credit. Based on evaluation of Satisfactory/Unsatisfactory. Prerequisite, consent of instructor. Students may repeat courses for credit in Applied Music to a maximum of four semesters of study in any given instrument with the consent of the instructor. Following successful completion of four semesters of Applied Music, the student must advance to Solo Performance for further study for credit. The Department.

126F,S Applied Music.

The study of music through lessons in voice, flute, oboe, English horn, clarinet, bassoon, saxophone, horn, trumpet, trombone, euphonium, tuba, piano, organ, harp, percussion, acoustic guitar, jazz guitar, violin, viola, 'cello and contrabass. Hour tutorial for one-half credit. Based on evaluation of Satisfactory/Unsatisfactory. Prerequisite, consent of instructor. Students may repeat courses for credit in Applied Music to a maximum of four semesters of study in any given instrument with the consent of the instructor. Following successful completion of four semesters of Applied Music, the student must advance to Solo Performance for further study for credit. The Department.

141-142F,S Group Performance.

The study of music through performance in one or more of the following: Orchestra (Buchman), Brass Lab (Buchman), Woodwind Lab (Buchman), College Choir (G. Kolb), Masterworks Chorale (G. Kolb), Jazz Ensemble (Woods), Jazz Improvisation (Woods), and Piano Ensemble (C. Pellman). Prerequisite, consent of instructor. (Masterworks Chorale is graded S/U and is open to seniors by audition only. Jazz Improvisation is graded S/U.). One-quarter course credit each semester. May be repeated. Students may count up to four credits from among 141, 142, 241 and 242 toward graduation. Maximum enrollment, Other. The Department.

[216] Conducting.

The elements of conducting, including baton technique, aural perception, rehearsal techniques and score study (both instrumental and choral). Prerequisite, any 200-level full-credit music course. Concurrent participation in a conducted college ensemble required (Choir, Masterworks Chorale, Orchestra). Offered every other year.

225F,S Solo Performance.

The study of music through lessons and performance in voice, flute, oboe, English horn, clarinet, bassoon, saxophone, horn, trumpet, trombone, euphonium, tuba, piano, organ, harp, percussion, acoustic guitar, jazz guitar, violin, viola, 'cello and contrabass. Half-hour tutorial for one-half credit. Students must participate in at least one public performance per semester as specified in the *Music Department Handbook*. Prerequisite, consent of instructor. Successful completion of, or placement out of, Music 109 must occur within three semesters of Solo Performance study. May be repeated for credit. A fee is charged. The Department.

226F,S Solo Performance.

The study of music through lessons and performance in voice, flute, oboe, English horn, clarinet, bassoon, saxophone, horn, trumpet, trombone, euphonium, tuba, piano, organ, harp, percussion, acoustic guitar, jazz guitar, violin, viola, 'cello and contrabass. Hour tutorial for one-half credit. Students must participate in at least one public performance per semester as specified in the *Music Department Handbook*. Prerequisite, consent of instructor. Successful completion of, or placement out of, Music 109 must occur within three semesters of Solo Performance study. May be repeated for credit. A fee is charged. The Department.

241-242F,S Advanced Group Performance.

The study of music through chamber performance in one or more of the following: Instrumental Chamber Ensembles (Buchman), College Hill Singers (G. Kolb), Jazz Combo (Woods). Co-requisite, concurrent registration in the corresponding Group Performance ensemble required; i.e., Orchestra, College Choir or Jazz Ensemble respectively, and consent of instructor. One-quarter course credit each semester. May be repeated. Students may count up to four credits from among 141, 142, 241 and 242 toward graduation. The Department.

326F,S Advanced Solo Performance.

The study of music through lessons and performance in voice, flute, oboe, English horn, clarinet, bassoon, saxophone, horn, trumpet, trombone, euphonium, tuba, piano, organ, harp, percussion, acoustic guitar, jazz guitar, violin, viola, 'cello and contrabass. Hour tutorial for one-half credit required for and open only to students who are preparing half or full recitals approved by the Music Department. Prerequisite, successful completion of at least two semesters of Solo Performance, 109 and consent of

instructor. Students may only enroll in Advanced Solo Performance upon completion of or co-registration in 209 or one course in literature and history of music at the 200 level. May be repeated for credit. A fee is charged. The Department.

Courses in Theory and Composition

109F,S Theories of Music: Fundamentals.

Intensive training in the fundamentals of music, with an emphasis on the study of melodic structures, harmonic intervals and chords, rhythm and meter, and basic musical forms. Regular written assignments, including computer assignments aimed to develop musicianship skills. (Quantitative and Symbolic Reasoning.) Prerequisite, The ability to read music in one clef. May not be counted toward the minor. Department (fall); Hopkins (spring).

[Fall 2006 01](#) (Hopkins R)

[175F] The Physics of Musical Sound.

An exploration of the physics that underlies the production of musical sounds. Covers issues ranging from the nature of musical sound, units, some physical principles, theory of wave propagation and mode formation, physical mechanisms of how instrument families work and their implications for musical use of those families, acoustics of halls, digital simulations of musical instruments and performance spaces. Algebra will be used. Four hours of class/laboratory per week. May count toward a concentration in physics. (Quantitative and Symbolic Reasoning.) (Same as Physics 175.)

180F Basic Aural Skills.

Introduction to aural understanding through sight-singing, dictation and the rudiments of music notation. Diatonic major scales and keys, diatonic intervals, diatonic melodies, tonic and dominant arpeggiation, an introduction to minor scales and keys, cadences, rhythms in simple and compound meters. One-quarter course credit. May be repeated for credit with consent of instructor. Prerequisite, concurrent or previous registration in 109 or consent of instructor. Hamessley.

181F,S Basic Keyboard Skills.

Introduction to keyboard skills including note identification, intervals, major and minor scales, triad identification, 7th chords, simple chord progressions and basic sight-reading. One-quarter course credit. May be repeated for credit with consent of instructor. Prerequisite, concurrent or previous registration in 109 or consent of instructor. Not open to seniors. Best.

209F Theories of Music: Counterpoint and Harmony.

A study of counterpoint, voice-leading, harmonic progressions and chromatic harmony. Consideration of common processes in music and how they are perceived. Concurrent registration in Keyboard Skills (181 or 281) is highly recommended for prospective music concentrators. (Quantitative and Symbolic Reasoning.) Prerequisite, 109 and 180 (may be taken concurrently). Department.

[Fall 2007 01](#) (Hopkins R)

[213] Jazz Arranging.

The theoretical designs used in combo, big band and third-stream writing. Coverage of jazz scales, chords, voicings, ranges and tonal properties. Students are expected to compose and copy the parts to three compositions, one of which will be read and recorded. Prerequisite, 209.

277F Music for Contemporary Media.

Experience with the aesthetics and techniques of the modern recording studio, including the uses of sound synthesizers, digital samplers and MIDI. Creative projects using these techniques. Prerequisite, ability to read music in at least one clef. Three hours of class and three hours of studio. Maximum enrollment, 14. Department.

280S Intermediate Aural Skills.

A continuation of 180. Development of aural understanding through sight-singing and dictation. Tonic and dominant arpeggiation in inversion, diatonic melodies with simple modulation, further work in minor keys, introduction to alto and tenor clefs, chromatic intervals, harmonic progressions, rhythms in mixed meters, modal scales. May be repeated for credit with the consent of instructor. One-half course credit. Prerequisite, 180 and consent of instructor. Buchman.

281F,S Intermediate Keyboard Skills.

A continuation of 181. Four-part chord progression reading, alto and tenor clef, melodic transposition, introduction to figured harmony, chord progressions, intermediate sight-reading. One-half course credit. May be repeated for credit. Prerequisite, 181 and consent of instructor. Best.

309S Theories of Music: Musical Forms.

Analytical techniques and analysis of common musical forms from many traditions, including European classical, popular, jazz and other music from around the world. Consideration of common structures in music and how they are perceived. Concurrent registration in Keyboard Skills (181 or 281) is highly recommended for prospective music concentrators. Prerequisite, 209 and 280 (may be taken concurrently). Hopkins.

368S Seminar in Musical Composition.

Contemporary techniques of musical composition, including notational practices and score preparation. Emphasis on developing the ability to structure musical ideas in a series of short pieces in a variety of media, culminating in the presentation of selected

works in a studio recital. Prerequisite, 209. (Offered in alternate years.) Maximum enrollment, 12. S Pellman.

[369] Advanced Musical Composition.

A continuation of 368. Students work on individual projects involving more extended musical forms. One-quarter course credit. May be repeated for credit with consent of instructor. Prerequisite, 368. Maximum enrollment, 3.

377S Digital Arts Workshop.

Emphasis on collaborative work among computer musicians and videographers in the creation of visual/sound works. Projects will include fixed media works, installations, and/or performance art pieces. Prerequisite, Art 213 or Music 277. (Same as Art 377 .) Maximum enrollment, 16. Gant, Pellman.

[Spring 2011 01](#) (Pellman S,Gant L)

380F,S Advanced Aural Skills.

A continuation of 280. Development of aural understanding through sight-singing and dictation. More extensive modulation of melodies and harmonic progressions, aural analysis of small binary forms, further work in alto and tenor clefs. One-half course credit. May be repeated for credit. Prerequisite, 280 and consent of instructor. Hamessley.

381F,S Advanced Keyboard Skills.

A continuation of 281. May include continued work in alto and tenor clef, reading open scores, more advanced figured harmony and advanced sight-reading. One-half course credit. May be repeated for credit. Prerequisite, 281 and consent of instructor. Best.

Third-year Seminars and the Senior Project

350F Topics in Music.

In-depth consideration of topics in music theory, history, composition and performance. Topics for 2015: Music in Film; Orchestration; Developing a Jazz Solo. (Oral Presentations.) Prerequisite, 209 and one additional full-credit music course at the 200 level. Hamessley, Buchman, Woods.

351S Topics in Music.

In-depth consideration of topics in music theory, history, composition and performance. Topics for 2015: Orchestration and Score Study; Bernstein's Candide; and Editing Renaissance Music (Oral Presentations.) Prerequisite, 209 and one additional full-credit music course at the 200 level. Buchman, Hopkins, G Kolb.

452S Senior Project.

Supervised work on a specific topic chosen from among those offered by members of the department. Prerequisite, Music 350-351, or consent of department. Open to seniors only. The Department.

550F Honors Senior Project I.

Supervised work on a specific project based on proposal submitted to the department by the end of the student's junior year. Prerequisite, Consent of department. One-half credit. Open to seniors only. The Department.

551S Honors Senior Project II.

Completion of senior honors project. Prerequisite, Music 550 and consent of department. One-half credit. The Department.

Neuroscience

Faculty

Douglas A. Weldon (Psychology), *Director*

David A. Gapp (Biology)

Herman K. Lehman (Biology)

Alexandra List (Psychology)

Ravi Thiruchselvam (Psychology)

The departments of Biology and Psychology offer an interdisciplinary concentration in neuroscience. The concentration consists of 12 courses, which must include: Biology 101 and 102, or 115 and another biology course at the 200 level or above; Chemistry 120 or 125, and 190; Psychology 101, 201 and either 204 or 205; a biology or psychology elective at the 200 level or above, Chemistry 270, Computer Science 375, Philosophy 310, or Philosophy 440; Neural Plasticity (330); Affective Neuroscience (327) or Cognitive Neuroscience (328); Cellular Neurobiology (357); and the Senior Project. Program honors recognize the distinguished achievement of students who excel in their coursework in the concentration, including the Senior Project. Students considering graduate work in neuroscience are advised to take Chemistry 255, Mathematics 113-114, Computer Science 110-111 and Physics 100-105.

198F,S Collaborative Research in Psychology.

Students will work on a project with an instructor. Focus on laboratory data collection and analysis. Readings to illustrate hypotheses investigated in the laboratory. Prerequisite, Permission of the instructor. Three to four hours per week of lab work. Does not count toward concentration requirements. Based on evaluation of Satisfactory/Unsatisfactory. One quarter credit. Course may be repeated for credit. (Same as Psychology 198.) The Department.

201F,S Statistics and Research Methods in Psychology.

The application and interpretation of descriptive and inferential statistics in the study of psychological processes. Some instruction in research design and methodological issues. Students will learn to use the statistical computer program SPSS to analyze data. Topics include the principles of hypothesis testing, t tests, analysis of variance, regression, and some non-parametric statistics. (Quantitative and Symbolic Reasoning.) Prerequisite, 101. Not open to students who have taken 280. (Same as Psychology 201.) McKee (Fall); Frederick (Spring).

204S Human Neuropsychology.

Study of human brain function from the standpoint of experimental and clinical research in behavioral and cognitive neuroscience. Survey of research involving animals and humans, addressing presumed neural mechanisms for cognitive, motivational and emotional states. Analysis of aphasia, agnosias, apraxias and disconnection syndromes. Prerequisite, 101. Not open to students who have completed Psych/Neuro 232. (Same as Psychology 204.) List (S).

205F Introduction to Brain and Behavior.

Study of the structure and function of the nervous system as it relates to consciousness and behavior. Emphasis on psychobiological explanations of perception, learning, attention, motivation, emotion and behavior disorders. (Oral Presentations.) Prerequisite, 101 or Biology 102 or 115. (Same as Psychology 205.) Weldon (F).

310S Philosophy of Science.

Focus on the philosophical analysis of scientific knowledge, scientific method and the practice of science. Readings include classic texts in the philosophy of science as well as contemporary discussions of science as a social product and critiques of the notion of scientific objectivity. (Writing-intensive.) Prerequisite, one course in philosophy or consent of instructor. (Same as Philosophy 310.) Maximum enrollment, 20. Janack.

327F Affective Neuroscience.

An exploration of theoretical and methodological questions in the study of affect, addressed through neuroscience. Questions covered will include: What is affect? What functions does affect serve and how does affect become dysfunctional in psychopathology? How does affect shape cognition? How do individuals regulate affect? Class time will be devoted to discussion of research articles. Laboratory exercises will include the development of original experiments to elicit and measure affect, as well as the analysis of neural data. Three hours of class and three hours of laboratory. (Quantitative and Symbolic Reasoning.) (Oral Presentations.) Prerequisite, Psych/Neuro 201. (Same as Psychology 327.) Maximum enrollment, 20. Thiruchselvam.

328F Cognitive Neuroscience.

Study of brain processes involved in cognition, with a focus on current research designs and techniques. Class discussions will focus on primary research articles covering perception, attention, memory and language systems. Laboratory exercises will include the analysis of structural brain scans and electroencephalographic data, and the design, programming and presentation of original experiments. (Quantitative and Symbolic Reasoning.) (Oral Presentations.) Prerequisite, Psych/Neuro 201 and Psych/Neuro 204 or 205. (Same as Psychology 328.) Maximum enrollment, 20. List.

330S Neural Plasticity.

An analysis of the anatomical, physiological and chemical changes that occur in the nervous system as a function of experience and development. Laboratory work includes intracellular and extracellular recording from muscle cells and neurons. Three hours of class and three hours of laboratory. (Oral Presentations.) Prerequisite, 204 or 205 or Biology 102 or 115. (Same as Psychology 330 and Biology 330.) Maximum enrollment, 18. Weldon.

[352] Psychopharmacology.

A study of the effects of drugs on animal and human behavior. Topics include neuropharmacology, antipsychotics, analgesics, stimulants, hallucinogens, antidepressants, alcoholism, addiction and the implications of drug effects for neurochemical theories of behavior. (Oral Presentations.) Prerequisite, Psych/Neuro 201. Not open to students who have taken 242. (Same as Psychology 352.)

357F Cellular Neurobiology.

A study of the fundamental functions of eukaryotic cells. The interrelationships of cellular structure and function, the cell cycle, protein trafficking and cellular communication will be examined through the study of neurons, the basic unit of the nervous system. Additional topics will include specialized activities of neurons. Three hours class and three hours of laboratory. Prerequisite, 101 and 102, 115, or consent of instructor. (Same as Biology 357.) Lehman.

[375S] Artificial Intelligence.

Exploration of AI theory and philosophy, as well as a variety of algorithms and data structures, such as heuristic strategies, logic unification, probabilistic reasoning, semantic networks and knowledge representation. Topics include application areas such as natural language understanding, computer vision, game playing, theorem proving and autonomous agents. Programming intensive. Prerequisite, 220. (Same as Computer Science 375.)

[440] Seminar in the Philosophy of Science: Mind and Body.

An examination of literature in philosophy of mind. Focus on questions and issues such as: What is the mind? How is it related to the body? What is its role in personal identity? How do theories of mind relate to our understanding of affective and cognitive phenomena such as the emotions, will and reason? Prerequisite, three courses in philosophy or consent of instructor. (Same as Philosophy 440.) Maximum enrollment, 12.

500F-501S Senior Project.

Supervised research on a specific problem in neuroscience based on proposals submitted to the faculty in the spring of the junior year. Open to senior concentrators. The Department. (Oral Presentations.) .

Oral Communication

Faculty

James E. Helmer, *Director*

Though not a concentration, courses in oral communication enable students to develop thinking and communication skills necessary for success in other Hamilton courses requiring intensive interaction, such as in Proseminars and the Senior Program. Through variable credit instruction in classrooms, labs and in the field, students experience a wide variety of innovative learning opportunities. Oral communication coursework provides regular academic credit toward graduation requirements. Unless otherwise noted by a concentration, oral communication credits may not be applied toward requirements for a student's concentration.

100F,S Oral Presentations: Principles and Practices.

Abbreviated study of fundamental principles with emphasis on organization, development, and oral delivery. Designed for students who wish to increase confidence and overall effectiveness in making oral presentations. Videotaping. Open by academic referral or consent of instructor. Repeatable for credit with permission of director. (Oral Presentations.) One-quarter course credit. Maximum enrollment, 18. Helmer and Mason.

[Fall 2006 02](#) (Helmer J)

210F,S The Rhetorical Act.

Study and application of rhetorical principles and concepts that guide the creation and delivery of effective public speeches. Students create, deliver, and critique speeches, demonstrating their understanding of structural, substantive, and aesthetic components of oral discourse and how these elements are adapted to different purposes and audiences. (Oral Presentations.) Maximum enrollment, 18. J Helmer.

Philosophy

Faculty

Katheryn Doran

Douglas Edwards

A. Todd Franklin

Marianne Janack (F)

Theresa Lopez

Russell Marcus

Alexandra Plakias

Robert L. Simon

Richard W. Werner

The concentration in philosophy consists of 10 courses:

1. 201, 203, 550 and one from among 308, 310, and 355.
2. one logic course: either 100, 200 or 240.
3. three additional courses at or above the 400 level, none of which may be cross-listed from outside the department.
4. two electives in philosophy with no more than one of them at the 100 level and no more than one of them cross-listed from outside the department.

Concentrators normally complete 201, 203 and the logic requirement (either 100, 200 or 240) by the end of their sophomore year. Concentrators normally complete 308, 310 or 355 by the end of the junior year.

Senior concentrators complete the Senior Seminar (550) in the fall of the senior year. Each student in 550 will complete a senior writing project.

Candidates for honors must have an average of at least 3.67 in 9 of their philosophy courses, have earned an A on their senior project, and submit and successfully defend orally a final version of their senior project during the spring semester of their senior year.

A minor in philosophy can be of two kinds: standard (five courses consisting of one course from among 100, 200 or 240; 201, 203 and two other courses); or correlative (five courses in philosophy correlative to the field of concentration and approved by the department).

First-year students, sophomores and juniors may enroll in 200, 201, 203 or 240 with no prerequisites.

100F Critical Thinking.

An introduction to informal methods of evaluating claims and arguments in everyday life. Emphasis on the recognition of bad reasoning, nonrational persuasion, and the evaluation of explanations and arguments. Includes lecture, discussion and small group interaction. (Writing-intensive.) Open to first-year students only. Maximum enrollment, 16. Doran.

110F Introduction to Philosophy.

An introductory examination of a number of perennial philosophical questions and their treatments by both classical thinkers and more contemporary philosophers. Topics to be discussed may include the existence of God, the possibility of knowledge, the problem of induction, identity and material constitution, the nature of mind, the nature of the good, and the relationship between the individual and the state. (Writing-intensive.) (Oral Presentations.) Open to first-year students only. Maximum enrollment, 16. Marcus, Plakias.

[111F] Contemporary Moral Issues.

Introduction to moral reasoning. Discussion of contemporary moral problems, such as racism, environmental ethics, euthanasia, abortion, terrorism and war. Explores issues especially prominent for college students, including gender and sexuality, and political correctness. Extensive use of films outside of class. (Writing-intensive.) (Proseminar.) Proseminar. Open to first-year students only. Maximum enrollment, 16.

[112F] Telling Right from Wrong.

Philosophical inquiry into whether or not any of our moral beliefs can be justified and intensive examination of specific moral theories, including theories of justice, equality and rights. (Writing-intensive.) (Proseminar.) Open only to first-years. Maximum enrollment, 16.

[115F] Existentialism.

An introduction to various theories and expressions of 19th- and 20th-century existential thought. Readings include works by Kierkegaard, Nietzsche, Sartre, Camus, deBeauvoir, Wright. (Writing-intensive.) (Oral Presentations.) (Proseminar.) Section 1 open to first-year students; section 2 open to sophomores and juniors. Maximum enrollment, 16.

117F,S Introduction to Political Theory.

Survey of selected political theorists from Plato to the present. Examination of questions of liberty, equality, justice and community. (Writing-intensive.) (Proseminar.) (Proseminar and writing-intensive in the Spring.) Open to juniors and seniors with consent of instructor only. (Same as Government 117.) Martin (Fall); TBA (Spring).

[Fall 2005 01](#) (Tampio N)

[Fall 2007 03](#) (Tampio N)

[Spring 2007 03](#) (Cannavo P)

[Spring 2007 04](#) (Cannavo P)

119F Life and Death.

This course will explore issues in the metaphysics and ethics of life and death. Some examples of questions to be explored will be: What is death, and what attitudes should we take towards it? Is death a bad thing? Should we fear death? Do we owe duties to the dead? Can the dead be harmed? Is life valuable no matter what? What makes life valuable? How exactly should we define an act of suicide? Is suicide morally permissible? Readings will be taken from a variety of philosophical ages and traditions. (Proseminar.) Maximum enrollment, 16. Douglas Edwards.

[120F] Philosophical Perspectives on the Self.

What is a self? Does each person have one? Does each person have only one? How is the self related to the soul? Is it unchanging or in constant flux? What is the relationship between the self and the body? Examination of personal identity, the self and the soul as these topics are addressed in traditional philosophical texts, literature and neuropsychology. (Oral Presentations.) (Proseminar.) Open to first years in the fall. Open to first years and sophomores in the spring. Maximum enrollment, 16.

[Fall 2009 02](#) (Janack M)

121F The Pursuit of Happiness.

What role do nature and nurture, friends and family, leisure and work, leadership and politics, faith and meaning, philosophy and science play in a flourishing life? What is happiness? Can life satisfaction be measured or is it subjective? Is well-being determined, moral luck, or self-directed? How much? Who am I? Does leadership play a role in a good life? Can one lead a good life in an unjust society? Is meaning necessary for a good life? Is religion necessary for meaning? Does science trump religion and meaning? Readings from philosophy and psychology. (Oral Presentations.) (Proseminar.) Films and activities outside of class time; a LEAP course. Open to first years only. Maximum enrollment, 16. Werner.

200F Critical Reasoning.

Practical, hands-on work on recognizing and constructing clear arguments from and in everyday life. Emphasis on strengthening one's reasoning skills and putting them to constructive use in debate and writing. Not open to students who have taken 100 or 240. Doran.

201F History of Ancient Western Philosophy.

A study of the philosophical classics from early Greek times to the Renaissance. Emphasis on Plato and Aristotle. Section 01 is lecture only. Other sections are writing intensive and registration priority is given to junior and senior philosophy concentrators (limit 20; with an additional weekly discussion session). (Same as Classics 201.) Werner.

203S History of Modern Western Philosophy.

A study of the history of philosophy from Descartes to Kant. (Oral Presentations.) Prerequisite, one course in philosophy. Marcus.

204S Philosophy as/and/of literature.

While Plato famously criticized the poets, his own works are often best read, not as straightforward presentations of philosophical ideas or arguments, but as ironic texts that use rhetorical devices to show, rather than tell, his claims. Examines philosophy's relationship to the literary and questions about interpretation, truth and argument, as well as the rhetorical aspects of philosophical texts. Includes traditional philosophical works, novels, poetry and drama. Janack.

[209] Human Nature, Gender, and Identity.

An introductory survey of philosophical approaches to feminism. Examines the historical progression of feminist philosophical thought, as well as some of the debates that animate contemporary feminist theory. Will address the general question of feminism's relationship to, and tensions with, philosophical thought. Prerequisite, one course in philosophy or women's studies or consent of instructor.

214S Philosophy of Religion.

What evidence is there for—or against—the existence of God? How, in the absence of proof, should we decide whether or not to believe in God? If God is all-good, then why is there so much evil and suffering in the world? Might there be an afterlife, and if so, what would it be like? This course will examine traditional philosophical approaches to these questions and others, such as religious experience, the nature of God, and the relationship between religion and morality. (Writing-intensive.) Limited to sophomore and first-year students Maximum enrollment, 20. Plakias, A.

217S The Nature and Value of Truth.

What is truth? Is truth objective or relative? Is truth valuable, and, if so, in what way is it valuable? Should we always speak and believe the truth? What is the role of truth in the good life, and the good society? This course will explore these questions and more concerning the nature and value of truth. We will discuss metaphysical issues in regard to the nature of truth (or lack of it); issues in philosophy of language regarding the word 'true'; and issues in moral and political philosophy regarding the value of truth in our lives and cultures. (Writing-intensive.) Prerequisite, 1 course in philosophy. Maximum enrollment, 20. Douglas Edwards.

218S Biomedical Ethics.

In this course we will examine a number of moral issues that arise in the practice of medicine and the pursuit of biomedical research, such as the moral permissibility of physician-assisted suicide and stem cell research. While many of these topics have a political dimension, we will pay particular attention to the ethical dimensions of the issues under consideration. Our aim is to gain a better understanding of these debates through the use of philosophical analysis so that we become equipped to develop and defend original positions concerning these current and important issues. (Oral Presentations.) (Proseminar.) Maximum enrollment, 16. Lopez, T.

221F Food and Philosophy.

Food is an integral part of human activity: the act of preparing and cooking food is uniquely human, and what we choose to eat and how we eat it forms an important part of our cultural identity. This course will examine aesthetic, ethical, and political issues surrounding the production and consumption of food. Questions to be addressed include: what is food? Are aesthetic judgments about food objective, or merely matters of personal taste? When it comes to choosing what to eat, what are our ethical obligations as consumers? What role should government legislation play in regulating our choice of food? Who should bear responsibility for the social and environmental costs of our food choices? (Proseminar.) Maximum enrollment, 16. Plakias.

222F Race, Gender and Culture.

A critical philosophical examination of the normative categories of race, gender and culture. Topics include the origin, character and function of racial, gender and social identities. Analysis will focus on questions concerning the malleability of these identities, as well as questions concerning their psychological and social significance. (Writing-intensive.) Prerequisite, One course in philosophy, Africana studies or women's studies. (Same as Women's Studies 222 and Africana Studies 222.) Maximum enrollment, 20. Franklin.

[228S] Philosophy and Film.

Explores film through the lens of philosophy and conversely. Most philosophers agree that films can at least stir up interest in philosophical problems, raise philosophical questions, or record philosophical arguments. But there is no such agreement on the more interesting question -- the main one the course examines -- of whether films can also philosophize, or advance philosophical positions. Students will be required to watch one full length movie a week outside of class time. One course in philosophy recommended but not required. (Same as CNMS 228) one prior course in philosophy recommended

235S Environmental Ethics.

Examines the appropriate relation of humans to the environment. Specific topics include ways of conceptualizing nature; the ethical and social sources of the environmental crisis; our moral duties to non-human organisms; and the ethical dimensions of the human population explosion. The goal is to help students arrive at their own reasoned views on these subjects and to think about the consequences of everyday actions, both personal and political. Preference given to environmental studies majors and minors, starting with seniors. May involve field trips. Doran.

[Spring 2014 01](#) (Bendik-Keymer J)

240F Symbolic Logic.

A study of formal systems of reasoning and argument evaluation. (Quantitative and Symbolic Reasoning.) Marcus.

[Fall 2008 01](#) (Marcus R)

[Fall 2010 01](#) (Marcus R)

242S The Black Self: Identity and Consciousness.

A philosophical exploration of a variety of historical and contemporary works that illuminate and influence the phenomenological experience of being black. (Writing-intensive.) Prerequisite, One course in philosophy or Africana studies, or consent of instructor. (Same as Africana Studies 242.) Maximum enrollment, 20. Franklin.

[281S] Philosophy as Spiritual Quest.

Exploration of the spiritual power attributed to philosophy by religious philosophers from classical Greece to modern times through readings from Greek, Jewish, Islamic and/or Christian philosophical works. (Writing-intensive.) (Oral Presentations.) Prerequisite, One course in philosophy and/or religious studies. (Same as Religious Studies 281.) Maximum enrollment, 20.

301S The Philosophy of History.

An examination of such enduring issues as causation, general laws, fact and explanation, objectivity, pattern and meaning, uniqueness and the role of the individual. Readings from classic and contemporary texts, with emphasis on the practical, historiographical implications of philosophical theories. (Writing-intensive.) Prerequisite, two 200-level history courses or one 100-level history course and one course in philosophy. (Same as History 301.) Maximum enrollment, 20. Kelly.

[Fall 2007 01](#) (Kelly A)

308F Language Revolution.

Twentieth-century and contemporary philosophers often focus on the role of language in philosophical questions, whether to clear up mistaken or misleading uses of language or for its own sake. This survey course will look at the most important philosophers of language and how they approach questions of reference, meaning, and linguistic ontology, including Frege, Russell, Tarski, Quine, Putnam, Kripke, and Chomsky. (Oral Presentations.) Prerequisite, One course in philosophy or consent of instructor. Marcus.

310S Philosophy of Science.

Focus on the philosophical analysis of scientific knowledge, scientific method and the practice of science. Readings include classic texts in the philosophy of science as well as contemporary discussions of science as a social product and critiques of the notion of scientific objectivity. (Writing-intensive.) Prerequisite, one course in philosophy or consent of instructor. (Same as Neuroscience 310.) Maximum enrollment, 20. Janack.

[323S] Philosophical Issues in Sport.

An examination of conceptual and ethical issues that concern sport, including the nature of play, games and sport, the moral evaluation of athletic competition, the nature of gender equity in sport, the ethics of chemical and genetic enhancement of athletes, and problems of intercollegiate athletics. Readings will explore theories of sport, the intersection of sport, law and education, sport and culture, and criticisms of various sporting practices. Prerequisite, Two courses in philosophy or senior standing.

326S Seminar: David Foster Wallace and the Difficulty of Philosophy.

David Foster Wallace's fiction and non-fiction are often read through a philosophical lens, given his deep immersion in the analytic philosophical tradition. This course examines the extent to which Wallace's work is appropriately read as philosophy, and the question of what demarcates philosophy from fiction and from literary non-fiction. (Writing-intensive.) Prerequisite, 2 courses in philosophy, 2 courses in English or Comparative Literature, or consent of instructor. Maximum enrollment, 12. Janack.

[337S] Seminar: Confucian Traditions.

Examination of Confucian thought and ritual practice from classical times to the early 20th century. Emphasis on reading philosophical and ritual texts in translation in order to understand the various ways that Confucians understood their place in Chinese society. (Writing-intensive.) (Oral Presentations.) Prerequisite, relevant coursework in history, Asian studies or religious studies, or consent of instructor. (Same as History 337.) Maximum enrollment, 20.

[351S] The Theory and Practice of Nonviolence.

Critical inquiry into the morality of war and peace with emphasis on the ethics of killing in war. Consideration of the ethics of violence and the alternative of nonviolence both as a tactic and as a way of life. Historical and contemporary readings. Extensive use of films outside of class. (Oral Presentations.) Prerequisite, One courses in philosophy or consent of instructor. Open to sophomores, juniors and seniors.

355F Contemporary Philosophy.

Survey of some central questions in contemporary analytic philosophy and their 20th-century origins. Among the questions we may explore are: What is the relation of language to the world? How are we to understand truth? Does philosophy have its own method, or is it an extension of science? What is the nature of consciousness? What are the limits of philosophy? (Writing-intensive.) Prerequisite, 203 or consent of instructor. Open to sophomores, juniors and seniors. Maximum enrollment, 20. Doran.

[362] Genealogical Praxis.

A close examination of genealogical critique and its historical deployment as a means of existential liberation and cultural transformation. Genealogists studied include Nietzsche, Douglass, DuBois, Fanon, Foucault and Baldwin. Prerequisite, two courses in philosophy or Africana studies, or consent of instructor.

[371] Ethics of Professions and Practices.

Examination of ethical issues arising in the professions, in institutions and in human practices. Study of selected ethical problems in law, medicine, education and sport. Previously, the course focused on ethical issues in sport and ethical issues in higher education. Prerequisite, one course in philosophy. Open to juniors and seniors only.

[380S] Philosophy of Law.

Inquiry into the nature of law, the authority of law, the character of judicial reasoning and other selected problems in jurisprudence, with particular attention to the relationship of legality to morality and justifiability of judicial reasoning. Prerequisite, two courses in philosophy or one course in philosophy and Govt. 241, or consent of instructor.

[405S] Seminar in Metaphysics: Knowledge, Truth, and Mathematics.

A survey of the philosophical questions that arise from considering historical and contemporary approaches to explaining our knowledge of mathematics. Do we have a priori knowledge of necessary truths? Is our knowledge of mathematics empirical? Perhaps we do not really have mathematical knowledge. (Oral Presentations.) Prerequisite, 201, 203, 355 or consent of instructor. Maximum enrollment, 12.

[Fall 2010 01](#) (Marcus R)

[410] Seminar in the History of Philosophy: American Philosophy.

Historical debates over the metaphysics and ethics of personhood with an examination of some early American texts by Bradstreet and Lincoln, and Emerson and Thoreau's Transcendentalism. Emphasis on classical Pragmatist metaphysics and epistemology

through the work of Peirce, James and Dewey, with attention to their neo-Pragmatist legacies in contemporary American philosophy. Prerequisite, three courses in philosophy or consent of instructor. Maximum enrollment, 12.

415F Seminar in the Philosophy of Science: Objectivity and Rationality.

Is objectivity possible? If it is, is it an epistemic value worth pursuing? How does objectivity relate to the metaphysics of experience and to our ideals of rationality? How does objectivity relate to truth? Readings will draw from traditional philosophers of science, historians and sociologists of science, feminist philosophers of science and other writings in science studies. Prerequisite, three courses in philosophy or consent of instructor. Maximum enrollment, 12. The Department.

[Fall 2007 01](#) (Janack M)

416S Seminar in Epistemology: Wittgenstein.

A broad study of themes through Wittgenstein's work, including the picture-theory, naming, rule-following, meaning, skepticism, and truth. While our focus will be on Wittgenstein's work, we will also spend time on his intellectual forebears and those he influenced, including Frege, Russell, Anscombe, Quine, Kripke, and Diamond. (Oral Presentations.) Prerequisite, 3 courses in Philosophy or permission of instructor. Maximum enrollment, 12. Marcus.

[427] Seminar: Intuitions and Philosophy.

Explores the role of intuition in our reasoning in epistemology, philosophy of mind, mathematics and moral philosophy, and perhaps other areas. We will consider arguments in favor of using intuitions in philosophy, as well as work on the fallibility of intuition, and the recent movement known as experimental philosophy. (Oral Presentations.) Prerequisite, three courses in philosophy or consent of instructor. Maximum enrollment, 12.

[430] Seminar in Epistemology: The Problem of Knowledge.

Inquiry into whether it is possible to reject skepticism without resorting to dogmatism. Special emphasis on the connection (or tension) between everyday reflection and philosophical theory. Historical and contemporary readings. Prerequisite, three courses in philosophy or consent of instructor. Maximum enrollment, 12.

[437F] Seminar: The Moral Mind.

Many traditional philosophical debates about morality have been illuminated by recent work in psychology and neuroscience. We will study several debates, including: the role of reason and emotion in moral judgment, moral intuitions and their epistemic and theoretical significance, moral disagreement, and human agency and responsibility. With each topic, we will begin with a discussion of the philosophical issues and then proceed to examine relevant empirical findings. Our aim is to explore how such findings might help us make progress in addressing both practical and philosophical matters. Prerequisite, 3 courses in some combination of philosophy and/or psychology, with at least 2 courses in philosophy; or consent of instructor. Maximum enrollment, 12.

[440] Seminar in the Philosophy of Science: Mind and Body.

An examination of literature in philosophy of mind. Focus on questions and issues such as: What is the mind? How is it related to the body? What is its role in personal identity? How do theories of mind relate to our understanding of affective and cognitive phenomena such as the emotions, will and reason? Prerequisite, three courses in philosophy or consent of instructor. (Same as Neuroscience 440.) Maximum enrollment, 12.

447S Seminar in Ethics: Happiness.

Investigation of philosophical theories of happiness from the ancient Greeks until today including theories of hedonism, eudaimonism, desire satisfaction, life satisfaction, emotional state theory, and existentialism. Examination of recent literature from psychology concerning the nature and source of happiness, the ability to measure happiness, and the extent to which personal happiness is beyond our control. Comparison among happiness, well-being, meaning, and how they contribute to a good life. Prerequisite, 201 and two other courses in philosophy or psychology and consent of instructor. Maximum enrollment, 12. Werner.

[448] Seminar in Ethics: Naturalisms.

If science offers the best explanation of the world, what follows about ethics and meaning? Is the world merely the sum of its facts? Can the scientific worldview make sense of the mental? Of the modal? Of the mathematical? Of meaning? Are all of our actions determined? Are things good merely because we desire them or do we desire them because they are good? Is the naturalistic fallacy a fallacy? Is the fact/value dichotomy a false dichotomy? Is ethics merely the result of biological and social evolution? Can experimental ethics inform or replace philosophical ethics? Prerequisite, Two courses in Philosophy or consent of Instructor. Maximum enrollment, 12.

450S Seminar in Ethics: Ethical Theory.

An investigation of recent ethical theory, focusing on theories of justification in ethics, and issues of realism and relativism in ethics. Prerequisite, 201, 203, 355 or consent of instructor. Maximum enrollment, 12. Plakias.

452F Seminar in Evolution and Morality.

It makes sense to see morality as adaptive, yet from an evolutionary perspective it's puzzling that we follow and enforce moral standards even when it is costly for us to do so. Part of this course will involve critically examining different sorts of evolutionary accounts of morality (e.g. group selection, cultural evolution), with methodological issues in mind. We will also study work on the cognitive science of morality, specifically on whether our capacity for moral thought and behavior is grounded in general cognitive mechanisms and emotional responses, or in innate morality-specific mechanisms as well. Finally, we will turn to the implications of the evolution of morality for long-standing debates in ethics about: the possibility of moral knowledge, competing

normative-ethical theories, and free will and moral responsibility. Prerequisite, 3 courses in Philosophy or permission of instructor. Maximum enrollment, 12. Theresa Lopez.

[460] Seminar in Ethics: Contemporary Theories of Justice.

Detailed analysis of contemporary theories of distributive and compensatory justice and their consequences for liberty and equality. Emphasis on Rawl's theory of liberal justice and its critics. Prerequisite, two courses in philosophy or consent of instructor. Open to juniors and seniors. Not open to students who are taking 320. Maximum enrollment, 12.

[Spring 2004 01](#) (Simon R)

462F Seminar: Critical Voice.

An existential exploration of voice as that which awakens and embodies critical consciousness. Focusing on voice as it emerges and operates within the context of blackness, the course will focus on various black figures and various black expressions of voice as they relate to existential forms of liberation and empowerment. Prerequisite, 115W, 222W or 242W and two other courses in philosophy or consent of instructor. Open to juniors and seniors. Maximum enrollment, 12. Franklin.

463S Seminar in Metaphysics: Nietzsche.

A close examination of Nietzsche's philosophical corpus that focuses on his conception of the good life as it emerges within the context of the critical and positive aspects of his philosophy. Topics include the existential significance of narrative, the nature of knowledge and the philosophical import of Nietzsche's critical condemnations of metaphysics, religion and morality. Prerequisite, Three courses in philosophy or consent of instructor. Open to juniors and seniors. Maximum enrollment, 12. Franklin.

482F Seminar in Objects and Properties.

What kinds of things exist? This course explores a number of debates in contemporary metaphysics. The first part of the course will focus on objects. It is centred on a study of Amie Thomasson's book *Ordinary Objects*, which aims to reconcile developments in work in metaphysics with the common sense idea that the kinds of objects we encounter in daily life (such as tables, chairs, sticks and stones) exist. The second part of the course focuses on properties, and explores the various theories of properties that have been proposed, such as universals, tropes, and the varieties of nominalism. The final part of the course examines the methodological issues surrounding these debates in contemporary metaphysics. Prerequisite, 3 courses in Philosophy or permission of the instructor. Maximum enrollment, 12. Douglas Edwards.

550F Senior Seminar.

Advanced work aimed at completing a clear, focused, powerful piece of philosophical writing. To that end each member of the seminar will work to 1) identify a philosophical problem, 2) frame that problem as a question to which he or she can propose an answer, 3) turn that answer into a thesis supported with argument and defended against objections, and 4) present that argument to the seminar and support it in a public oral defense. Maximum enrollment, 8. The Department.

Physical Education

Faculty

Jonathan T. Hind, Director
Scott M. Barnard
Andrew M. Cohen
Michelle A. Collins
T.J. Davis
Kerri A. Fagan
Colette Gilligan
Erin C. Glaser
Robert C. Haberbusch
Brett C. Hull
Ellen Hull
James C. King III
Patricia Kloidt
Gillian E. McDonald
Perry Nizzi
Stephen P. Stetson
Adam Stockwell
Eric S. Summers
David W. Thompson

Coaches

Tim Byrnes
Sally Cockburn
Preston Denby
Al Highducheck
Gillian McDonald
Kathy Wilmot

All enrolled students are required to participate in a physical education program for individual development. This "lifetime carryover" program is based on the theory that it is as important to develop a healthy body and a love of sports as it is to provide scope for the skilled athlete.

There is a five-part requirement that includes:

- 1) A physical fitness test (a course is offered for those who do not pass);
- 2) A swim test (beginning swimming is offered for those who do not pass);
- 3 and 4) Two lifetime activity classes;
- 5) one unit of the following: intercollegiate athletics, wellness seminar, lifetime activity class.

Lifetime activity classes include the following: aerobics, badminton, fitness, golf, jogging, lifeguard training, power walking, racquetball, scuba, skating, squash, swimming, tennis, toning and volleyball.

Upon passing the physical fitness and swimming tests and successfully completing the three other parts of the requirement, a student shall have completed the physical education requirement. Activities may not be repeated for credit nor may a student be given intercollegiate credit and also receive credit for a similar class (i.e., a hockey player may not receive credit for ice skating).

Except under unusual circumstances, it is expected that the requirement will be completed in the first year. All students must complete the requirement by the end of four semesters in residence and may not study abroad or away without completing it. Students with physical disabilities may enter an individual program approved by the director of physical education.

Physics

Faculty

Melinda Andrews

Don Bunk

Brian Collett, acting chair

Katherine Jones-Smith

Gordon Jones

Seth Major

Ann J. Silversmith

A concentration in physics normally consists of 10 courses: 190, 195, 290, 295, 390, 550 and four other courses chosen in consultation with an advisor who is a member of the physics faculty. At least one of the electives will be selected from physics courses at the 300-level or above. Students who wish to prepare for graduate school in physics or engineering should choose electives from physics courses at the 300-level and above. Students with other interests may, in consultation with their advisor, select up to two electives from other science departments. Such courses should support interdisciplinary interests or career goals. Normally 390 is taken in the spring semester of the junior year in preparation for the research project undertaken in 550. Honors in physics requires outstanding work in the senior research project.

In the first year, prospective concentrators should take 190 and 195, and mathematics. In the first semester, the appropriate mathematics course may be Calculus I (Math 113), which is a co-requisite for 190. However if the Mathematics Department grants advanced placement, the student may wish to take Calculus II (Math 116), Multivariable Calculus (Math 216), or Linear Algebra (Math 224). Students with advanced placement in physics should consult with a member of the department before registering for a physics class.

Students who wish to major in physics but who have taken either 100-105 or 200-205, or who wish to begin the major belatedly should consult with the department chair.

Physics 290 and 295 should be taken in the second year. During the spring of the second year, we recommend taking one course from Electronics and/or General Relativity. Other options should be discussed with a member of the physics faculty.

A minor in physics consists of five courses: 190, 195, 290 or 295, and two other physics courses. Alternatively, one can complete the minor with 100-105 or 200-205, plus three other physics courses, of which one must be at the 200 level or above. A minor in astronomy consists of five courses: a 2-course introductory sequence (190-195, 100-105, or 200-205), 290, 160 and either 330 or an independent study in astronomy. A student who majors in physics may not minor in astronomy.

Students interested in the 3-2, 3-1-1-1, or 4-2 engineering programs affiliating Hamilton with engineering schools should take 190, 195, and calculus (or linear algebra if mathematics placement so warrants) in their first year. There are many possible options in engineering programs, and because of their complexity beyond the first year, interested students should consult the engineering advisor, Professor Silversmith. This is also the case for those who have taken 100-105 or 200-205 and have then become interested in engineering.

Juniors or seniors without prior courses in the department may enroll in 100, 120, 135, 136, 160, 175, 200 and 245.

100F Survey of Physics I.

The first semester of a year-long sequence (100-105) for pre-med students and other scientists who require a year of physics. Topics include mechanics, fluids and thermodynamics. Emphasis on applications of physics in medicine and in other sciences. Three hours of lecture and three hours of laboratory. (Quantitative and Symbolic Reasoning.) Prerequisite, knowledge of algebra and trigonometry. D Bunk.

105S Survey of Physics II.

The second semester of a year-long sequence (100-105) for pre-med students and other scientists who require a year of physics. Topics include electricity and magnetism, optics, atomic physics and nuclear physics. Emphasis on applications of physics in medicine and in other sciences. (Quantitative and Symbolic Reasoning.) Prerequisite, 100 or 190. Three hours of class and three hours of laboratory. Knowledge of algebra and trigonometry required. A Silversmith.

120S How Things Work.

A few basic physics principles can explain many common devices such as car engines, TVs, refrigerators, airplanes and

eyeglasses, and some not-so-common devices such as atomic bombs and lasers. This course qualitatively teaches basic physics concepts with the aim of demystifying technology. A conceptual introduction to physics where all the examples come from your experience. (Quantitative and Symbolic Reasoning.) Maximum enrollment, 45. G Jones.

135F Spacetime and the Quantum World.

A study of two fundamental developments in modern physics — quantum theory and relativity. Drawing on the quantum mechanics of spin and spacetime diagrams, we gain an overview of some of the more thought-provoking aspects of contemporary physics. Breaking from tradition, this is not a historical survey but instead focuses on the fundamental nature of these two developments, as well as the role of observation in modern physical theory. (Quantitative and Symbolic Reasoning.) Comfort with simple algebra and geometry helpful. M Andrews.

[Fall 2008 01](#) (Major S)

[Fall 2010 01](#) (Major S)

[136S] Physics and Art.

This course is a survey of some of the interesting ways in which fine art intersects math and physics. The curriculum consists of six topics in which some juxtaposition of physics and art is present; in some cases physics is relevant to the context of the art, in some case to the content of the art, and in some cases, both. We begin with some of the earliest works of art and proceed chronologically, including cave paintings and radiocarbon dating, the Archimedes palimpsest and imaging techniques, and the drip paintings of Jackson Pollock and their connection to chaotic motion and fractals. (Quantitative and Symbolic Reasoning.) Familiarity with algebra and calculus recommended.

[160F] Introduction to Astronomy.

A description of the universe, starting with the appearance and organization of the solar system and working outward. Development of the heliocentric view. Observational deduction of properties of stars. Stellar evolution and its relation to pulsars and black holes. Galaxies and the structure and history of the universe. (Quantitative and Symbolic Reasoning.) Next offered Fall 2016

[Fall 2007 01](#) (Millet P)

[Fall 2007 02](#) (Millet P)

[Fall 2013 01](#) (Millet P)

[175F] The Physics of Musical Sound.

An exploration of the physics that underlies the production of musical sounds. Covers issues ranging from the nature of musical sound, units, some physical principles, theory of wave propagation and mode formation, physical mechanisms of how instrument families work and their implications for musical use of those families, acoustics of halls, digital simulations of musical instruments and performance spaces. Algebra will be used. Four hours of class/laboratory per week. May count toward a concentration in physics. (Quantitative and Symbolic Reasoning.) (Same as Music 175.)

190F The Mechanical Universe.

The first semester of a sequence of physics courses for students interested in physical sciences, math or engineering. Normally the first course for students who plan to major or minor in physics. Introduction to principles governing the motion of a particle and of systems of particles. Kinematics and dynamics; energy, linear momentum, angular momentum and conservation laws. Introduction to the laws of special relativity. (Quantitative and Symbolic Reasoning.) Prerequisite, Calculus I (may be taken concurrently). Three hours of class and three hours of laboratory. G Jones.

[Fall 2013 01](#) (Jones G)

195S Waves and Fields.

The physics of oscillations, waves and fields. Topics include simple harmonic motion, fluids, sound, electric and magnetic fields, light, optics and interference phenomena. Emphasizes the use of calculus as a tool to describe and analyze the physical world. Three hours of class and three hours of laboratory. (Quantitative and Symbolic Reasoning.) Prerequisite, 190 or 200 and Mathematics 116 (may be taken concurrently). K Jones-Smith.

[Spring 2006 02](#) (Major S, Millet P)

[Spring 2009 01](#) (Major S, Silversmith A)

[Spring 2009 02](#) (Major S)

200F Physics I.

The first semester of a year-long calculus-based sequence (200-205) for scientists and pre-med students who require a year of physics. Topics include Newtonian mechanics, conservation laws, fluids, kinetic theory and thermodynamics. Three hours of lecture and three hours of laboratory. (Quantitative and Symbolic Reasoning.) Prerequisite, Mathematics 116 or equivalent. Not open to students who have taken 100 or 190. M Andrews.

[Fall 2013 01](#) (Major S)

205S Physics II.

The second semester of a year-long sequence (200-205) for pre-med students and other scientists who require a year of physics. Topics include electricity and magnetism, optics, relativity, atomic physics and nuclear physics. Three hours of lecture and three hours of laboratory. (Quantitative and Symbolic Reasoning.) Prerequisite, Physics 200; Math 116. D Bunk.

245S Electronics and Computers.

Hands-on introduction to the concepts and devices of electronics. Study of analog and digital circuits, computer architecture, assembler programming and computer interfacing. (Quantitative and Symbolic Reasoning.) Six hours of laboratory. Maximum enrollment, 20. Collett.

290F Quantum Physics.

Wave-particle duality, the nuclear atom, the development of Schrödinger's wave mechanics and the quantum theory of atoms. Three hours of class and three hours of laboratory. (Quantitative and Symbolic Reasoning.) Prerequisite, 195 or 105 or 205, and Mathematics 116. A Silversmith.

295S Electromagnetism.

Introduction to the mathematical description of the electric and magnetic fields, their sources and their interactions with matter. Exploration of Maxwell's laws with emphasis on the relationship between the physics and the mathematics needed to describe it. Three hours of class. Prerequisite, 290. Normally taken concurrently with 245. M Andrews.

[Spring 2009 01](#) (Millet P)

298F,S Physics Research.

Independent work on a research project under supervision of a faculty member. Prerequisite, Consent of instructor. May be repeated for credit, but not counted toward concentration requirements. Students may count up to a total of one credit of Physics Research toward graduation. One-quarter, one-half, or one credit per semester. Credit/No Credit only. Department.

[320S] Topics in Mathematical Physics.

A study of mathematical methods and their use in investigating physical systems. Topics may include vector calculus, ordinary differential equations, special functions, partial differential equations, integral transforms, calculus of complex functions, numerical methods, tensor analysis, groups and other topics of current theoretical interest. (Quantitative and Symbolic Reasoning.) Prerequisite, Math 224 and (either Physics 295 or Math 216), or permission of instructor. Normally offered on alternate years.

[Spring 2003 01](#) (Major S)

[Spring 2009 01](#) (Major S)

325S General Relativity.

A study of the physics of space-time geometry including Einstein's special and general theories of relativity with applications to black holes and cosmology. Prerequisite, Physics 290 or permission of the instructor. (Quantitative and Symbolic Reasoning.) Normally offered on alternate years. K Jones-Smith.

[330] Topics in Astrophysics.

Topics may include fundamentals of stellar structure and evolution, the black hole and the curvature of space-time, the structure of galaxies and galactic dynamics, theories of the structure and evolution of the universe. (Quantitative and Symbolic Reasoning.) Prerequisite, 290 or 295.

[340S] Topics in Quantum Physics.

Exploration of topics in contemporary physics using the tools of quantum mechanics developed in 290. Topics may include multi-electron atoms, molecules, solid state physics, lasers and quantum optics, nuclear physics, nuclear magnetic resonance, surface physics and particle physics. (Quantitative and Symbolic Reasoning.) Prerequisite, 290. Normally offered on alternate years.

350F Classical Mechanics.

Principles of classical mechanics, including oscillations, nonlinear dynamics, dynamics of systems of particles, non-inertial reference frames, Hamilton and Lagrangian mechanics, celestial mechanics, rigid body motion and coupled oscillations. (Quantitative and Symbolic Reasoning.) Prerequisite, 295 or consent of instructor. K Jones-Smith.

[Fall 2010 01](#) (Major S)

[Fall 2013 01](#) (Major S)

[360F] Scientific Computing in Fortran.

Study of the computational methods for solving advanced problems in the physical sciences using Fortran in a Unix environment. Projects may include data fitting, solution of systems of ordinary differential equations and solutions of partial differential equations. Prerequisite, knowledge of a programming language and 295 or Mathematics 235 or consent of instructor.

370F Thermodynamics and Statistical Physics.

Properties of large-scale systems in terms of a statistical treatment of the motions, interactions and energy levels of particles. Basic probability concepts and the principles of statistical mechanics. Explanation of thermal equilibrium, heat, work and the laws of thermodynamics. Application to various physical systems. (Quantitative and Symbolic Reasoning.) Prerequisite, 290. G Jones.

[Fall 2007 01](#) (Millet P)

[Fall 2013 01](#) (Millet P)

[375S] Condensed Matter.

An introductory study of mechanical, thermal, electronic, and optical properties of the solid state of matter. Fundamental

properties of crystalline materials are related to mechanical and quantum phenomena. Behavior of electrons in periodic potentials: insulators, conductors, and semiconductors. Examination of various practical devices such as the diode, transistors, light emitting diodes, and solid state lasers. Prerequisite, Physics 290.

[Spring 2009 01](#) (Millet P)

[Spring 2012 01](#) (Millet P)

390S Research Seminar.

A series of research projects stressing the integration of theory and experiment. Emphasis on scientific writing, formal oral presentations, use of the current physics literature. (Writing-intensive.) (Quantitative and Symbolic Reasoning.) (Oral Presentations.) Prerequisite, 290. Maximum enrollment, 20. A Silversmith.

[Spring 2006 01](#) (Silversmith A)

[Spring 2013 01](#) (Jones G)

450S Quantum Theory Seminar.

An exploration of the mathematical tools and foundations of quantum mechanics. Topics include angular momentum, spin, measurement, bound states and perturbation theory. (Quantitative and Symbolic Reasoning.) (Oral Presentations.) Prerequisite, 350. Offered in alternate years. Maximum enrollment, 12. D Bunk.

[Spring 2008 01](#) (Major S)

[460S] Vibrations and Waves.

Topics drawn from mechanics, hydrodynamics, electrodynamics, acoustics and optics. Prerequisite, 295 and 350.

480F Electromagnetic Theory.

Intensive study of Maxwell's equations in both differential and integral form; electrostatics and electro-dynamics; special relativity; and the transformation of electromagnetic fields. Introduction to electromagnetic waves and dielectric and magnetic materials. (Quantitative and Symbolic Reasoning.) Prerequisite, 295 or consent of instructor. Collett.

550F,S Senior Research Project.

Independent research in collaboration with faculty supervisor. Students will give a series of formal oral presentations about their research and will write a comprehensive thesis. (Oral Presentations.) Open to senior concentrators or to others with consent of instructor. A Silversmith.

551S Senior Research.

Research carried out in collaboration with a faculty member. Includes written and oral presentation. Prerequisite, 550. Silversmith.

Psychology

Faculty

Jennifer L. S. Borton, *Chair*
José Causadias
Azriel Grysman
Alexandra List
Tara E. McKee
Gregory R. Pierce
Kara Sage
Ravi Thiruchselvam
Douglas A. Weldon
Penny L. Yee

Special Appointments

Jean Morris
David Walden

A concentration in psychology consists of nine courses: 101; 201; any of 204, 205, or 232; one laboratory course numbered between 300 and 330 (except 328); 380; and four additional courses at the 300 level or above, including the Senior Project. Concentrators who place out of Introductory Psychology with a 4 or 5 on the Psychology AP exam must still take a total of nine courses. Students should plan to complete their lab requirement by the end of their junior year. Departmental honors in psychology recognize the distinguished achievement of students who excel in their coursework in the concentration. The Senior Project involves an extensive research and theoretical inquiry, culminating in a written thesis and an oral presentation. The project can be completed in one or two semesters; therefore, concentrators must enroll in 500 and/or 501 during their senior year.

A minor in general psychology consists of five courses: 101; 201; any of 204, 205, or 232; one laboratory course numbered between 310 and 330 (except 328); and one other course.

The departments of Biology and Psychology offer an interdisciplinary concentration in neuroscience. See the description under Neuroscience.

101F,S Introductory Psychology.

An introduction to the science of human behavior. Topics include the nervous system, perception, learning, motivation, cognitive and social development, personality, individual differences, social behavior and psychopathology. In class laboratory exercises to emphasize the use of research methods and data to describe and examine behavior. (Quantitative and Symbolic Reasoning.) (Oral Presentations.) The Department.

[Fall 2013 04](#) (Sage K)

198F,S Collaborative Research in Psychology.

Students will work on a project with an instructor. Focus on laboratory data collection and analysis. Readings to illustrate hypotheses investigated in the laboratory. Prerequisite, Permission of the instructor. Three to four hours per week of lab work. Does not count toward concentration requirements. Based on evaluation of Satisfactory/Unsatisfactory. One quarter credit. Course may be repeated for credit. (Same as Neuroscience 198.) The Department.

201F,S Statistics and Research Methods in Psychology.

The application and interpretation of descriptive and inferential statistics in the study of psychological processes. Some instruction in research design and methodological issues. Students will learn to use the statistical computer program SPSS to analyze data. Topics include the principles of hypothesis testing, t tests, analysis of variance, regression, and some non-parametric statistics. (Quantitative and Symbolic Reasoning.) Prerequisite, 101. Not open to students who have taken 280. (Same as Neuroscience 201.) McKee (Fall); Frederick (Spring).

204S Human Neuropsychology.

Study of human brain function from the standpoint of experimental and clinical research in behavioral and cognitive neuroscience. Survey of research involving animals and humans, addressing presumed neural mechanisms for cognitive, motivational and emotional states. Analysis of aphasia, agnosias, apraxias and disconnection syndromes. Prerequisite, 101. Not open to students who have completed Psych/Neuro 232. (Same as Neuroscience 204.) List (S).

205F Introduction to Brain and Behavior.

Study of the structure and function of the nervous system as it relates to consciousness and behavior. Emphasis on psychobiological explanations of perception, learning, attention, motivation, emotion and behavior disorders. (Oral Presentations.)

Prerequisite, 101 or Biology 102 or 115. (Same as Neuroscience 205.) Weldon (F).

311F The Self in Social Psychology.

Theoretical and methodological understanding of the study of the self in social psychology. Topics include organization of self-concept and its effect on information processing; self-awareness; self-esteem maintenance processes; cultural influences; stigmas; and self-regulation. Class time devoted to discussion of research articles. Laboratory component involves conducting two research projects. Data collection, statistical analysis, papers based on findings, oral and poster presentations. Three hours of class and three hours of laboratory. (Writing-intensive.) (Quantitative and Symbolic Reasoning.) (Oral Presentations.) Prerequisite, Psych/Neuro 201. Not open to students who have taken 337 or 361. Maximum enrollment, 20. Borton.

312S Environmental Psychology.

Addresses how people think about and react to environmental problems from littering to climate change, with a focus on individual behaviors. Topics include risk perceptions, group identity, social influence, environmental effects on mood and performance, and the interdisciplinary challenges of collective action problems. Class time will focus on the discussion of research articles. The laboratory component will include two research projects, including design, data collection, statistical analysis, papers based on findings, and oral and poster presentations. Six hours of class and laboratory. (Writing-intensive.) (Oral Presentations.) Prerequisite, Psych/Neuro 201. Maximum enrollment, 20. Brick.

[314] Individual Differences.

Analysis of complex psychological processes (e.g., the structure of personality, associations between the quality of family relationships and stability and change in personality across time) using data from several ongoing research programs in the Psychology Department, including the Hamilton Longitudinal Study of Families. Emphasis on commonly encountered problems and methods for addressing them using a variety of statistical analyses. Use of statistical computer programs to analyze data. Six hours of class and laboratory. (Quantitative and Symbolic Reasoning.) Prerequisite, Psych/Neuro 201. Not open to students who have taken 305. Maximum enrollment, 20.

[315] Cognitive Psychology.

Theoretical and methodological aspects of basic mental processes in attention, perception, memory, language and problem-solving. Emphasis on development of original empirical projects. Three hours of class and three hours of laboratory. (Writing-intensive.) Prerequisite, Psych/Neuro 201. Maximum enrollment, 20.

[322] Autobiographical Memory.

Methodological and theoretical examination of autobiographical memory. Students will study the relationships among cognitive, social, and developmental factors, such as the influence of early experiences and memory development in early childhood, or the role of gender and older age on memory for specific events. Laboratory component will include developing methods for collecting data, analyzing event narratives, and designing and writing original empirical studies. Three hours of class and three hours of laboratory. (Writing-intensive.) (Oral Presentations.) Prerequisite, Psych/Neuro 201. Maximum enrollment, 20.

326S Culture and Biology Interplay.

An examination of the relationship between culture and biology through the study of the development of multicultural youth (e.g., immigrants, mixed-race individuals, ethnic and sexual minorities). Topics include the interplay of biological processes with cultural experiences, including discrimination, immigration, and inter-ethnic relationships. Class time will be devoted to the discussion of research articles. Projects will include analysis of secondary data and the formulation of a research proposal. Three hours of class and three hours of laboratory. (Quantitative and Symbolic Reasoning.) (Oral Presentations.) Prerequisite, Psych/Neuro 201. Maximum enrollment, 20. Causadias.

327F Affective Neuroscience.

An exploration of theoretical and methodological questions in the study of affect, addressed through neuroscience. Questions covered will include: What is affect? What functions does affect serve and how does affect become dysfunctional in psychopathology? How does affect shape cognition? How do individuals regulate affect? Class time will be devoted to discussion of research articles. Laboratory exercises will include the development of original experiments to elicit and measure affect, as well as the analysis of neural data. Three hours of class and three hours of laboratory. (Quantitative and Symbolic Reasoning.) (Oral Presentations.) Prerequisite, Psych/Neuro 201. (Same as Neuroscience 327.) Maximum enrollment, 20. Thiruchselvam.

328F Cognitive Neuroscience.

Study of brain processes involved in cognition, with a focus on current research designs and techniques. Class discussions will focus on primary research articles covering perception, attention, memory and language systems. Laboratory exercises will include the analysis of structural brain scans and electroencephalographic data, and the design, programming and presentation of original experiments. (Quantitative and Symbolic Reasoning.) (Oral Presentations.) Prerequisite, Psych/Neuro 201 and Psych/Neuro 204 or 205. (Same as Neuroscience 328.) Maximum enrollment, 20. List.

330S Neural Plasticity.

An analysis of the anatomical, physiological and chemical changes that occur in the nervous system as a function of experience and development. Laboratory work includes intracellular and extracellular recording from muscle cells and neurons. Three hours of class and three hours of laboratory. (Oral Presentations.) Prerequisite, 204 or 205 or Biology 102 or 115. (Same as Biology 330 and Neuroscience 330.) Maximum enrollment, 18. Weldon.

334S Psychology, Children, Media, and Technology.

How media and emerging technology influence basic psychological processes and child development. Focus on recent literature

highlighting social media, video games, the Internet, educational technology, cell phones, advertisements, and other innovations. Topics include identity, body image, sexualization, aggression, addiction, cyberbullying, relationships, learning, health, and the mind. Emphasis on developmental psychology, but articles drawn from all areas. Class time will be devoted to discussion of research articles and chapters, current trends, and critical analysis of this new field. (Oral Presentations.) Prerequisite, Psych/Neuro 201. (Same as Communication 334.) Sage.

[340] Practical Aspects of Learning and Cognition.

Basic principles that govern the interaction of animals and humans with the environment, with emphasis on applied topics. These include Pavlovian and instrumental conditioning, schedules of reinforcement, and applications with children with special needs. Recommended for students who may be considering clinical applications that use applied behavior analysis, such as Hamilton's Cooperative Educational Program with the New England Center for Children. Emphasis on research methods. Prerequisite, Psych/Neuro 201. Three hours of class and two hours of laboratory for the first half of the course. Maximum enrollment, 12.

344S Cognition and Consciousness.

Examination of basic cognitive processes such as perception, memory, attention, language, and decision-making, and application of these processes to the study of consciousness. Text and article readings include attempts to understand consciousness and its evolution. Prerequisite, Psych/Neuro 201. Grysman.

345F Health Psychology.

An introduction to the use of psychological methods to study the two-way relationship between mind and body. Health psychologists investigate how to promote health, as well as how to prevent, react to, cope, and recover from illness. In this class, we will focus on psychological states such as stress and how they affect the body, as well as the importance of mental processes such as coping and finding meaning, both of which are powerfully associated with positive health outcomes. Other topics include health behavior change, pain, eating and dieting, placebo, and personality. (Oral Presentations.) Prerequisite, Psych/Neuro 201. Brick.

[346] Psychology of Reading and Language.

Research-focused on topics in the study of reading and language with an emphasis on the role of memory in perception and comprehension and in language production at the word, sentence and discourse levels. Requires interpretation of original journal articles and participation in laboratory exercises. Prerequisite, Psych/Neuro 201. Not open to students who have taken 290.

351S Child Development.

An introduction to the science of child behavior and the principles of child growth and development from conception to early adulthood. Focuses on integrating the physical, cognitive, social and emotional domains of development. Includes an experiential component whereby students will work with children or adolescents in an applied setting (e.g., child care center or school). (Oral Presentations.) Prerequisite, Psych/Neuro 201. Sage.

[352] Psychopharmacology.

A study of the effects of drugs on animal and human behavior. Topics include neuropharmacology, antipsychotics, analgesics, stimulants, hallucinogens, antidepressants, alcoholism, addiction and the implications of drug effects for neurochemical theories of behavior. (Oral Presentations.) Prerequisite, Psych/Neuro 201. Not open to students who have taken 242. (Same as Neuroscience 352.)

353S Adult Psychopathology.

Introduction to the study of mental disorders in adults, including historical and cultural perspectives. Focus on classification, diagnostic assessment, etiology, treatment and evaluation of treatment efficacy for the major disorders including affective, thought, substance and eating disorders. Research methods in clinical psychology emphasized. (Oral Presentations.) Prerequisite, Psych/Neuro 201. Not open to students who have taken 223. McKee.

354S Counseling Psychology.

An overview of the theoretical orientations, treatment approaches and empirical literature in the field of counseling psychology. Examines the mechanisms by which counseling interventions facilitate personal and interpersonal functioning with a focus on emotional, social, educational, vocational and developmental concerns. Prerequisite, Psych/Neuro 201. Not open to students who have taken 234. Walden.

[355] Sensation and Perception.

An introduction to the human sensory and perceptual apparatus. Includes a consideration of anatomy, neurophysiological mechanisms and the psychological experiences associated with these processes. Covers visual, auditory, gustatory, olfactory, tactile and proprioceptive senses. Prerequisite, Psych/Neuro 201. Not open to students who have taken 225.

356F Social Psychology.

A survey of social psychology, the study of how and why people behave, think, and feel in social situations. Topics include social cognition, stereotyping and prejudice, the self, social influence, attitudes and persuasion, attraction and relationships, aggression, and helping behavior. Emphasis on experimental research methodology. (Oral Presentations.) Prerequisite, Psych/Neuro 201. Does NOT overlap substantially with Psych 311W. Brick.

357F Human Memory.

An examination of theoretical and empirical research on the creation and structure of memories. Consideration of both theoretical and applied topics within the memory literature, including autobiographical memories, unconscious memories, factors contributing

to forgetting, the organization of memories, eyewitness memory, and false memories. (Oral Presentations.) Prerequisite, Psych/Neuro 201. Grysmen.

358F Educational Psychology.

The application of psychological theory and research to teaching and learning in educational settings. Draws on theories from a variety of disciplines including social, cognitive and developmental psychology. Topics will include learning, instruction, intelligence, creativity, motivation, communication, cultural influences, developmentally appropriate practice and assessment. Emphasis on empirical evidence from psychology and education. Prerequisite, Psych/Neuro 201. Sage.

[360] Clinical Assessment.

In-depth study of assessment methodologies used in clinical psychology research and practice. Emphasis on design issues, data analysis issues, scale construction, interviewing, testing, self-report and observation. (Oral Presentations.) Prerequisite, Psych/Neuro 201.

[361] The Social Psychological Study of the Self.

Theoretical and methodological understanding of the study of the self in social psychology. Topics include organization of self-concept and its effect on information processing, self-awareness, self-esteem maintenance processes, cultural influences, stigmas and self-regulation. (Oral Presentations.) Prerequisite, Psych/Neuro 201. Not open to students who have taken 311 or 337.

364S Personality Psychology.

Review of personality theories with an emphasis on contemporary approaches. Topics include life stress, social support and coping. Emphasis on research methodology and practical applications of the results. Students will design and conduct research projects that contribute to subfields discussed in class. Prerequisite, Psych/Neuro 201. Not open to students who have taken 214 or 338. Pierce.

380F Research Design.

Advanced study of psychological research methods, with a focus on critically evaluating original research, independently designing and executing studies, and writing scientific research reports. Topics include reliability and validity, experimental and non-experimental methods, and effective design of studies. (Quantitative and Symbolic Reasoning.) (Oral Presentations.) Prerequisite, Psych. 101, 201. Borton.

455F Field Study in Psychology.

Seminar in psychological services combined with eight to 10 hours per week of field study in one of several cooperating local agencies and schools. Extensive written project addressing theoretical issues relevant to field work. Topics include methods in provision of psychological, educational and applied services, and methodological and ethical issues in psychotherapy, counseling and educational psychology. Prerequisite, three courses in psychology and departmental permission. Open to juniors and seniors. Maximum enrollment, 8. Morris.

[498S] Advanced Behavioral Interventions in Applied Settings.

Seminar on the theory and practice of applied behavior analysis combined with eight to 10 hours per week of field work in a school setting. Topics include measurement and observation techniques, empirically validated school interventions and single-subject experimental designs. Field work will include meetings with school personnel, weekly observations of students, and implementation and evaluation of behavioral interventions. Written summaries of research and field work, oral presentations to classmates, and oral presentations to school personnel required. Prerequisite, permission of the instructor. Prior experience with behavioral interventions helpful. Maximum enrollment, 6.

500F-501SF,S Senior Project.

Supervised research on a specific problem in psychology or neuroscience based on proposals submitted to the department by the end of a student's junior year. (Oral Presentations.) Open to senior concentrators. The Department.

New England Center for Children

392N Principles of Behavior Analysis.

Orients students to the concepts, processes and scientific principles of behavior on which the field of applied behavior analysis was founded. Topics of study will include the history and defining features of applied behavior analysis as well as the role of basic principles in producing socially meaningful behavior change (positive and negative reinforcement, punishment, discriminative control of behavior and motivating operations). Prerequisite, Psych/Neuro 201 if the course is to count toward the concentration or minor. Open only to participants in the Cooperative Educational Program at the New England Center for Children. The Department.

393N Behavioral Assessment for Children with Special Needs.

An introduction to key concepts, methods and ethical considerations associated with behavioral assessment. Objectives will include teaching students to distinguish between idiographic and norm-referenced assessment approaches, to conduct pertinent behavioral assessments (preference assessments, functional assessments and skills assessments), and to incorporate assessment outcomes with treatment selection and design in accordance with contemporary best practices in the field of applied behavior analysis. Prerequisite, Psych/Neuro 201 if the course is to count toward the concentration or minor. Open only to participants in the Cooperative Educational Program at the New England Center for Children. The Department.

394N Autism and Related Disabilities.

A foundation in etiological, diagnostic, ethical and treatment-related considerations affecting services for individuals with autism and other disabilities. Topics of study will include current data on causal variables, issues in early identification and a survey of evidence-based models of treatment, outcome evaluation, and effective systems support for individuals with pervasive developmental disabilities. Prerequisite, Psych/Neuro 201 if the course is to count toward the concentration or minor. Open only to participants in the Cooperative Educational Program at the New England Center for Children. The Department.

395N Behavioral Interventions.

This course will prepare students to identify, implement, and maintain effective behavioral interventions in applied settings. Specific objectives will include teaching students to select and implement function-based interventions for the reduction of problem behaviors, skills-based prevention strategies, and a variety of behavioral teaching tactics. Tactics for promoting procedural integrity and facilitating the generalization and maintenance of treatment effects will also be reviewed. Prerequisite, Psych/Neuro 201 if the course is to count toward the concentration or minor. Open only to participants in the Cooperative Educational Program at the New England Center for Children. The Department.

397N Methods of Evaluation.

Equips students with skills needed to confirm the clinical efficacy of interventions by subjecting them to experimental evaluation using single-subject designs. Students will learn to develop valid and reliable systems for measuring behavior, to display data using popular and accessible graphing software, and to assess for orderly changes in behavior through visual inspection and interpretation of graphic data. Prerequisite, Psych/Neuro 201 if the course is to count toward the concentration or minor. Open only to participants in the Cooperative Educational Program at the New England Center for Children. The Department.

398N Evidence-based Teaching.

Provides students with a comprehensive review of empirically supported behavioral teaching procedures for individuals with autism and related disabilities. Topics will focus on teaching skills in a variety of content areas such as language, social, and self-help. Procedures for teaching these include, match-to-sample discrimination training, task analysis, as well as prompting procedures including prompt fading and video modeling. Prerequisite, Psych/Neuro 201 if the course is to count toward the concentration or minor. Open only to participants in the Cooperative Educational Program at the New England Center for Children. The Department.

Public Policy

Faculty

Paul G. Wyckoff, *Director*

The Public Policy Program is administered through the departments of Economics, Government and Philosophy. A concentration in public policy consists of 12 courses: 251, 382 and the Senior Project; Economics 101 and 102; Government 116 and 230; and courses chosen from the following options:

two of the following ethics courses:

Philosophy 111 — Contemporary Moral Issues
Philosophy 112 — Telling Right From Wrong
Government/Philosophy 117 — Introduction to Political Theory
Philosophy 225 — Biomedical Ethics and the Law
Philosophy 235 — Environmental Ethics
Philosophy 371 — Ethics of Professions and Practices
Philosophy 380 — Philosophy of Law
Philosophy 450 — Seminar in Ethics: Ethical Theory
Philosophy 460 — Seminar in Ethics: Contemporary Theories of Justice

and one of the following “issue areas” courses:

Economics 316 — Globalization and Gender
Economics 325 — Comparative Economic Systems
Economics 331 — International Trade Theory and Policy
Economics 340 — Economic Development
Economics 346 — Monetary Policy
Economics 350 — Economics of Poverty and Income Distribution
Economics 355 — European Economic Integration
Economics 360 — Health Economics
Economics 380 — Environmental Economics
Economics 440 — Public Economics
Economics 461 — Applications of Labor Economics
Economics 472 — International Finance
Government 285 — Introduction to Environmental Politics
Government 335 — The Criminal Justice System
Sociology 258 — Poverty, Law and the Welfare State
Sociology 313 — Seminar: Immigration & Identity
Sociology 373 — Seminar on the Constitution and Social Policy

In addition, students must complete Mathematics 100 or 253, or score a 4 or 5 on the AP Statistics exam.

Students are strongly encouraged to take Economics 101 and Mathematics 100 (or 253) in their first year, and to take Government 230 and Public Policy 251 in their sophomore year. No student may declare a concentration in public policy without either completing or being enrolled in 251. Concentrators must complete the following courses by the end of the junior year: 382; Economics 102; Government 116 and 230; one of the required courses in ethics; and one of the “issue areas” courses listed above. The Senior Project may be completed in one semester (500) or two semesters (500-501). To qualify for honors in public policy, a student must submit a distinguished record in the concentration and perform with distinction in the Senior Project.

Credit from the Term in Washington Program may be substituted for up to two of the courses required for the concentration, with the approval of the program director. Students interested in pursuing graduate study in public policy or public administration are encouraged to take additional courses in economics, in substantive areas of public policy, and in mathematics and statistics.

A minor in public policy consists of 251, Economics 101 and 102, Government 230 and one of the required ethics courses above. If the student’s concentration is in economics, government or philosophy, these courses cannot count in both the student’s concentration and the minor. Instead, courses that are required for both the concentration and the minor will be used to satisfy concentration requirements, and they will be replaced by alternative courses in the minor requirements. These alternative courses will be chosen by the program director in consultation with the chair of the student’s concentration department. In addition to the required courses, there are many other courses in the College curriculum that will be of interest to public policy concentrators.

Students interested in the concentration should consult as early as possible with Professor Wyckoff.

247F The Pursuit of Happiness.

What is human happiness? What factors increase or decrease it? Why are some countries and cultures happier than others? How can government policies promote happiness? This course considers: -- the nature of happiness from the major philosophical traditions, --the cognitive biases that impede our ability to maximize happiness, --the empirical literature on subjective well-being from the fields of economics, political science, and psychology, --recent trends in capitalist societies and their effects on happiness, and --government policies that might improve human happiness. (Quantitative and Symbolic Reasoning.) Prerequisite, One course in statistics, from any discipline. (Same as Government 247.) Wyckoff.

251F Introduction to Public Policy.

The study of policy analysis using and comparing a variety of disciplinary and analytic traditions. Consideration of controversies over particular policies at the national and local level and the premises underlying them. Examination of methods and principles used in formulating and evaluating public policy. (Quantitative and Symbolic Reasoning.) Prerequisite, Economics 101. Open to seniors with consent of instructor. (Same as Government 251.) Anecharico.

[280S] Conflict Resolution: Policies and Strategies.

This course examines conflict from a variety of perspectives. We will investigate how arbitration, adjudication, and mediation differ, in addition to exploring how the policies and strategies of cultural and legal institutions dictate different approaches to mediation. Societies cope with conflict by enacting policies consistent with their culture and values. This course examines conflict resolution policies in the U.S. and abroad, including the legal system, the media, the educational sector, and international dispute resolution. Prerequisite, 101 or 222, or consent of instructor. (Same as Communication 280.) Maximum enrollment, 20.

[314S] The Politics of Public Policy.

Analysis of the values and choices central in the democratic policy-making process with a focus on political institutions, with an emphasis on presidential leadership and how complex systems of governance actually function. Also looks at ethical and global implications of policy making to trace some of the principle tensions in democratic public policy making. Utilizes several case studies that exam the political implications of policy decisions. (Writing-intensive.) Prerequisite, one 200-level course in American politics. (Same as Government 314.) Maximum enrollment, 20.

382S Topics in Public Policy.

The application of theories and methods of evaluation, design and implementation in an intensive study of a significant problem of public policy. Emphasis on skills of analysis, writing and group problem-solving. Coursework may be supplemented by field work as well as participation by scholars and practitioners sponsored by the Arthur Levitt Public Affairs Center. (Writing-intensive.) Prerequisite, 251. (Same as Government 382.) Maximum enrollment, 20. Milstein.

500-501 Senior Project.

A one- or two-semester senior project, culminating in a thesis. The Program.

Religious Studies

Faculty

Richard H. Seager
Stephenson Humphries-Brooks, Chair
Heidi M. Ravven
S. Brent Rodríguez Plate
Abhishek Amar
J. Seth Schermerhorn
Jay G. Williams, emeritus

A concentration in Religious Studies consists of nine courses including a 100 entry-level course, a 400 level seminar in which the senior project is normally completed, and 290: Theories and Methods or 291: Imagining Religions, all of which must be taught by faculty of the department. At the time the concentration is elected, the concentrator shall propose a carefully developed program of study including, if desired, study abroad, for the approval of the department. Honors are awarded on the basis of a cumulative average of at least 3.3 (88) achieved in courses approved for the concentration and the completion of 501 with a 3.5 (90) or better.

A minor consists of five courses, including 290/291 and at least one course at the 400 level, proposed by the student and approved by the department. (The 290/291 requirement applies to the class of 2017. For the class of 2015 and the class of 2016, minors are encouraged but not required to take 290/291).

Some courses have prerequisites due to the technical nature of class material and others are reserved for juniors and seniors; however, the department is usually flexible within constraints of demand and class size, and permission is at the consent of the instructor.

115F Parables.

Cross-cultural comparison of the parable. Emphasis given to parable as a form of religious speech. Includes selections from Jesus, Zen masters, Borges and Galeano. (Writing-intensive.) (Oral Presentations.) Maximum enrollment, 20. Humphries-Brooks.

[Fall 2008 01](#) (Humphries-Brooks S)

[118F] Religion and Environmentalism.

Introduction to religious studies through contemporary spiritual ideas about and practices concerning nature and the environment. Topics may include New Age religion, ecofeminism and green ideals in visionary architecture and art. Special attention to eco-Hinduism, Aboriginal Dreamtime land management and green Buddhism. (Oral Presentations.) (Proseminar.) Not open to seniors. Maximum enrollment, 16.

[Spring 2007 01](#) (Seager R)

[Fall 2008 01](#) (Seager R)

[120S] Religious Diversity in the USA.

Religious diversity has been noted in big cities like New York and Los Angeles. But smaller cities like Utica have also diversified, seeing unprecedented population shifts in recent years. This course will take advantage of our proximity to Utica, and explore the mosques, temples, synagogues, and churches that exist there today, as well as explore the rich religious history of Central New York, including the Great Awakenings, Utopian communities, and recent immigration patterns. (Writing-intensive.) This course is only open to first years. Maximum enrollment, 16.

[122] Encountering Hinduism: Sacrifice, Soul, and Image.

This survey examines historical and current practices of Hinduism in a variety of social and religious contexts. It introduces students to essential beliefs, doctrines, institutions, and popular practices of Hinduism. Readings are drawn from the Vedas, Upanishads, Puranas, Epics and devotional poetry. Its multi-disciplinary approach draws upon literary, artist and performative sources including popular media and film. Not open to seniors.

129F Native American Spiritualities.

In order to develop a broad understanding of the religious lives of Native Americans, we explore diverse practices and worldviews. We begin with an examination of how Native American worldviews are unique and differ from modern-Western worldviews. With this grounding, we delve into explorations of the multifaceted history of Native American traditions including the Ghost Dance, the Sun Dance, religious freedom issues pertaining to the use of peyote, struggles over sacred places, and complex native engagements with Christianity. (Writing-intensive.) (Oral Presentations.) Open to first year students only. (Same as American Studies 129.) Maximum enrollment, 20. Seth Schermerhorn.

[131S] Global Christianities.

Who owns Christianity? By the twenty-first century, the heartland of Christianity has shifted from Europe and North America to

the Global South (Latin America, Africa, and Asia). Topics include the global reach of Christian missions and local appropriations of Christianity. (Writing-intensive.) Maximum enrollment, 20.

133F,S American Freedom and Religious Thought.

The Bible has been used throughout American history to justify various oppressions including slavery, gender inequality, and homophobia. Through exploring the biblical material that has historically supported such injustices, and the religious thought that has contributed to liberation movements, this course will seek to discover the meanings of the defining American mantra of "freedom." We will examine such "theological" thinkers as Jefferson, Lincoln, Frederick Douglass, Harriet Beecher Stowe, Reinhold Niebuhr, Martin Luther King, Jr., Malcolm X, Elizabeth Cady Stanton, and James Baldwin. (Oral Presentations.) (Proseminar.) 20 hours of a community-based internship in a local non-profit is a required component of this class. Maximum enrollment, 16. Jeff McArn.

134F Americanism, Ballots, and Consumption: The ABCs of American Religion.

This course explores a variety of roles religion has played in American culture(s) and some of the ways that American culture has influenced Americans' religious practices. We will focus on three areas: identity (Americanism), politics (Ballots), and economics (Consumption). In particular, we will consider how religion is involved in the construction of American identity and the exclusion of some people from American polity; how religion is (and is not) intertwined with our political system; and how religion affects – and is affected by – Americans' economic practices Newell.

[143F] The Sacred in South Asia.

What constitutes the sacred in south Asia? Is it a person, place, river, hill, temple or nature/ecology? Where and how did the notion of sacrality emerge in South Asia? Is it linked exclusively to religious institutions or is it found in the daily lives of people? This course will examine these questions by exploring the multiple religious traditions of South Asia and examining their essential beliefs, doctrines, institutions, rituals and popular practices through a study of texts, material culture, films and ethnographic accounts. (Oral Presentations.) (Proseminar.) Open to 1st years only. Maximum enrollment, 16.

[144S] Indian Buddhism.

The course explores Indian Buddhism by studying essential beliefs, doctrines, institutions, and popular practices. The origins and establishment of Buddhism in ancient India, traditional interpretations of the Buddha's teachings (Dharma), growth and development of the Buddhist community (Sangha), Buddhist practices and transmission in different areas of South Asia, and the revival of Buddhism are among the topics. Participants engage with analysis and discussion of readings from secondary textbooks as well as original literary, epigraphic, and archaeological sources. (Writing-intensive.) (Same as History 144.) Maximum enrollment, 20.

[145S] World Films, World Faiths.

Introduces the practices and beliefs of several major world religions (including Judaism, Christianity, Islam, Hinduism and Buddhism) through the medium of film. Exploring Japanese anime, Indonesia documentaries, videofilms from Ghana, Bollywood mythologicals, Jesus-films from Latin America, Korean-Buddhist films, contemporary fictional glimpses into Jewish life, and more, shows how religious people live and struggle and find joy, by using the audio-visual medium of film. Evening film screenings.

[146S] Christianity to 1500.

A survey of the origins and development of the Christian religion in its social, political, and cultural contexts from the first century CE to the eve of the Protestant Reformation. Special consideration will be given to questions of orthodoxy versus heresy, the cult of saints, and the impact of Christian theology on the construction of class, gender, and identity in medieval Europe. Stress on basic skills in the study of history. (Writing-intensive.) (Same as History 146.) Maximum enrollment, 20.

[150S] Pop Culture/Pop Religion.

Looking at graphic novels and comics, listening to music, watching television and playing video games can all lead us to understand religion. Religion may be about ancient texts and doctrines, but it is also reconceived in the present day through popular cultural texts. Alternates between popular culture artifacts and theories of religion, allowing students to rethink the religious underpinnings of much "secular" popular culture, but also to rethink the idea of religion as well.

[155F] Religion in the Wild.

Jesus, Moses, Siddharta, and Mohammed all had significant experiences in the wilderness. These experiences shaped their lives and the religious traditions that they helped found. We will read from and about philosophers, mystics, and spiritual seekers who have gone to untamed spaces for inspiration. We will then turn toward the modern world, and its ongoing spiritual/secular impact, reading works by H.D. Thoreau, John Muir, Aldo Leopold, Gary Snyder, Sara Maitland, and Jonathan Franzen, and look at films including *Into the Wild* and *The Straight Story*. (Writing-intensive.) (Oral Presentations.) Instructor's Permission Only. (Same as Environmental Studies 155.) Maximum enrollment, 20.

[200/300F] Modern Jewish Thought: Politics and Religion.

Examination of the rise of pluralism and democracy as Jews became full citizens of the modern Western state. (Writing-intensive.) Maximum enrollment, 20.

202F Ancient Jewish Wisdom.

Exploration of major themes in the Jewish Bible (Old Testament). (Writing-intensive.) (Oral Presentations.) Maximum enrollment, 20. Ravven.

[203S] The Politics of the Bible.

Close reading of selections from the Bible (Old Testament) that address the nature of political leadership, of the political community, of justice and the best form of government. Comparison with works from other cultures that focus on justice, the political life, or offer biographies of political leaders. (Writing-intensive.) (Oral Presentations.) Not open to students who have taken RELST 242W: Rise and Fall of David. Maximum enrollment, 20.

204F The Education of Desire.

A close reading of Spinoza's masterpiece, *The Ethics*, with a view to understanding its contemporary implications in the light of the new brain sciences. (Writing-intensive.) (Oral Presentations.) Prerequisite, One course in Religious Studies or Philosophy. Maximum enrollment, 20. Ravven.

[207F] Borderland Religion.

An examination of expressions of religion and spiritual politics on and around the Mexican / US frontier. Topics include the Spanish conquest and expansion north; pre-Columbian and Catholic elements in Mexican and Mexican-American religion; folk healing; the ethos of New Mexico; and Chicano ideology and art. Some theoretical attention to boundaries, border crossing, and inner and outer frontiers. (Oral Presentations.) Not open to those who have taken 107.

210S Intermediate Greek: The World of Greece and the Ancient Mediterranean.

Reading and discussion, with grammar review, of intermediate-level passages from classical, Hellenistic or New Testament Greek selected to illuminate the history, society and culture of Greece and the ancient Mediterranean. Readings from the New Testament and from writers such as Xenophon and Lucian. Prerequisite, knowledge of elementary Greek. (Same as Classics 210.)

211F Readings in World Literature I.

Great 'masterpieces' have been inscribed on cave walls, papyrus, tapestries, parchment (goatskin), and paper in order to comment upon the world. This course examines the human condition through a comparative study of mythology, epic, narrative, and poetry, from ancient Mesopotamia and Greece to the Roman Empire through to the Renaissance period. It pays special attention to how sexuality, identity, and politics play in the representation of diverse societies in *Innana*, *The Odyssey*, *The Golden Ass*, *El Cid*, *Les Lais*, *1001 Nights*, *The Pillow Book*, *Veronica Franco's* poetry, and others. (Writing-intensive.) (History) (Same as Literature and Creative Writing 211.) Maximum enrollment, 20. N Serrano.

215F Religion in Film.

Study of the religious in film. Focus on the relationship between myth-making in film and post-modern culture. (Same as American Studies 215.) Humphries-Brooks.

[218S] The Word and the Spirit.

Poetry in translation from China, Japan, India, and Persia. What are the essential spiritual problems that humans face and what answers to them do these poets discover? What can we learn about the Sacred from these ancient and medieval writers? (Same as CompLit 218.) (Writing-intensive.) Prerequisite, One course in Religious Studies or Comparative Literature. Maximum enrollment, 20.

[225F] Buddhist Worlds in the USA.

Introduction to the Buddhist religion with primary focus on different forms of Buddhism in U.S. history and on the contemporary scene. Attention to Buddhist spirituality in both the Euro-American and Asian immigrant communities.

228S Milton.

Study of Milton's English poetry and major prose, with particular attention to *Paradise Lost*. Topics for consideration include Milton's ideas on Christian heroism, individual conscience, the relations between the sexes and the purpose of education (1660-1900). (Oral Presentations.) (Genre or Single-Author) Not open to those who have taken English 226 or to first-year students. (Same as Literature and Creative Writing 228.) Thickstun.

[231/431S] Rabbis, Mystics, and Philosophers.

Exploration of Jewish life and of Jewish philosophical, religious and political thought. (Oral Presentations.) Prerequisite, for 431, at least two courses in religious studies or philosophy. No prerequisites for 231. Maximum enrollment, 12.

234F Sacred Journeys.

What is pilgrimage? Why do people go on pilgrimages? We begin to answer these questions by exploring pilgrimage traditions from across the globe to see religions, not as static, but as dynamic, living, and in motion. In attending to movement--crawling, walking, dancing, riding, driving, or flying--we investigate how traveling across sacred landscapes connects pilgrims with the places they travel through as well as those who have gone before them. Topics may include methods and theories in pilgrimage studies from North and South America, Europe, and Asia. (Writing-intensive.) Maximum enrollment, 20. Seth Schermerhorn.

[237F] Sensual Religion: Seeing Gods, Hearing Drums, Touching Stones, Dancing Bodies.

Playing drums, performing stories, touching stones, creating wildly colorful altars, dancing, eating and drinking special substances, are all basic religious activities. Religions are deeply, stubbornly physical and sensual. This class aims to re-imagine approaches to religion by grounding them in physical encounters between human bodies and sensual objects. Examples will range across Buddhist, Hindu, Muslim, Christian, and Jewish rituals and symbols, and readings will cross from art history to cultural anthropology to cognitive science, as well as religious studies. (Writing-intensive.) (Oral Presentations.) Maximum enrollment, 20.

239S Native Rituals and Religious Freedom.

Is American religious freedom a reality, an unfinished project, or merely a myth? This course explores how Native Americans have struggled for religious freedom in the United States, focusing on contemporary legal battles to protect sacred lands, repatriate ancestral remains and objects, and defend the ceremonial consumption of peyote. (Writing-intensive.) (Same as American Studies 239 and Government 239.) Maximum enrollment, 20. Seth Schermerhorn.

240F,S Classical Mythology.

An examination and discussion of the myths of ancient Egypt, Greece and Rome, with particular focus on the reception of these myths in the literature, art, intellectual traditions and social issues of contemporary societies and analysis of how these myths continue to enrich our culture today. (Oral Presentations.) (Same as Classics 240.) Feltovich.

241F Religion in the American West.

This course explores and considers three themes in the history of religion in the American West: migrations (movement in and out of the region), locations (the designation of particular places as special), and adaptations (changes over time, in response to changing conditions). The course will use a variety of primary and secondary sources – some texts, but also films, photographs, and other kinds of sources. Students will also do their own research and contribute to the construction of a website about the religious history of the American West. (Writing-intensive.) Maximum enrollment, 20. Newell.

[242F] The Rise and Fall of David.

A literary reading of the biblical Book of Samuel as historical and political fiction. Comparison with other great works of literature on political themes. (Writing-intensive.) (Oral Presentations.) (Proseminar.) Maximum enrollment, 16.

[244S] Conflict and Coexistence in South Asia.

This course examines interaction, competition, conflicts and dialogues between Hinduism and Islam to study the process through which these traditions shaped the socio-religious and political landscape of South Asia. Themes include the emergence of new syncretic traditions, practices and rituals, kingship, conversion, communal conflict and riots, and modernity. The course problematizes understanding of these themes by combining secondary literature with primary (literary, epigraphic, and archaeological) sources and adopts an integrative approach. (Same as History 244.)

[245S] Hindu, Buddhist and Islamic Arts of India.

An introduction to Hindu, Buddhist and Islamic traditions of art and architecture in India, as well as the art and architecture of the colonial and post-colonial periods. (Same as Art History 245.)

[246S] Art and the Spiritual in America.

An examination of American art, particularly in the 19th and early 20th centuries, as an expression of the American quest for spiritual life and truth. Each student will research one particular artist from the period. (Writing-intensive.) Prerequisite, One course in Religious Studies, American Studies, or Art History. Maximum enrollment, 20.

256F Islam and Modernity in South Asia.

This course develops a nuanced understanding of Islam and its role in shaping socio-religious and political landscape of modern and pre-modern South Asia. Questioning misconceptions of Islam, it examines its mid-east origins, Qura'n, theology, law, religious practices, Shi'i and Sufi traditions, expansion in South Asia, colonialism, and modernity. Readings include secondary, literary, architectural and archaeological sources. Not open to students who have taken RELST 213: Islam and Modernity in South Asia (Same as History 256.) Abhishek Amar.

[257S] The New Testament.

A critical introduction to the literature and history of New Testament Christianity. (Writing-intensive.) Maximum enrollment, 20.

260/460F,S The Self Beyond Itself: Ethics, Science, and Religion.

Close reading of Spinoza's great work, *The Ethics*. Attention to its original seventeenth century context, the many philosophical influences upon Spinoza including the Islamic and Jewish philosophical traditions, and also the recent re-discovery of Spinoza by contemporary neuroscientists. (Proseminar.) Maximum enrollment, 16. H Ravven.

260/460F The Self Beyond Itself.

The Self Beyond Itself: Ethics, Science, and Religion. Multidisciplinary Study of why and when people are ethical --and why and when they are not. Review of contemporary research of neuroscientists on the moral capacity. (Proseminar.) Maximum enrollment, 16. H Ravven. (Writing-intensive.) (Oral Presentations.) (Proseminar.) Maximum enrollment, 16.

[281S] Philosophy as Spiritual Quest.

Exploration of the spiritual power attributed to philosophy by religious philosophers from classical Greece to modern times through readings from Greek, Jewish, Islamic and/or Christian philosophical works. (Writing-intensive.) (Oral Presentations.) Prerequisite, One course in philosophy and/or religious studies. (Same as Philosophy 281.) Maximum enrollment, 20.

[288F] Sociology of Religion.

Introduces the primary theories and concepts of the sociology of religion. In particular the course will emphasize how sociologists explain the organization and experience of lived religion largely in the context of North America. Topics include secularization and sacralization; the restructuring of American religion; religion and popular culture; gender, sexuality and power; race; ethnicity and immigration; and religion in the public sphere. (Writing-intensive.) (Same as Sociology 288.) Maximum enrollment, 20.

[290] Methods and Theories in the Study of Religion.

Critically examines, through primary readings and case studies, representative methods from the history of the academic study of religion. Special attention to the theories that inform each method. (Writing-intensive.) Preference given to religious studies majors. Maximum enrollment, 20.

291S Imagining Religions.

Scholars imagine, analyze, and interpret religions in a wide variety of ways. This seminar explores phenomena from multiple world religions, drawing upon a range of disciplines including history of religion, textual studies, material and visual culture, anthropology of indigenous peoples, and ethnography. Major themes include sacred space, syncretistic knowledge systems, and the religious politics of globalization. Students will engage in inter-disciplinary interpretative projects in collaboration with faculty of the Religious Studies department. (Proseminar.) Prerequisite, One Religious Studies course or consent. Maximum enrollment, 16. R Seager and A Amar.

[297] Christianity in America, 1600-1890.

Examination of Christianity in America from the era of European settlement to the end of the 19th century. Topics include encounters with Native American religions, revivalism, sectarianism, slavery and antislavery, religion and politics, theological developments, popular beliefs and practices, and the rise of unbelief. (Same as History 297.)

[304S] Religion and Media.

Investigates the role of various media in shaping religious traditions especially Christianity, Judaism, Islam and Hinduism. Beginning with studies of orality and literacy, we move into the impact of the printing press, then electronic media including Internet and video games. Prerequisite, one course in religious studies or consent of instructor. Maximum enrollment, 12.

306S Roots of Wisdom.

A comparative study of wisdom literature from the ancient world and its expression of the essential spiritual questions of humanity. Ecclesiastes, Job, Plato, several Upanishads, Chuangzi, Liehzi among others will be studied. (Writing-intensive.) Prerequisite, One course in Religious Studies or Philosophy. Maximum enrollment, 20. J Williams.

[308/408F] Seminar: Yoga West and East.

With 15 million practitioners in the US alone, yoga is now a global phenomena. We look at ancient and modern yoga theory and practice and processes by which they have been transmitted to the West in the last two centuries. We consider what it means to be a yogi today with attention to topics such as the Indian origins of yoga, yoga and the body, the place of yoga in western alternative spirituality, and the yoga industry today. Class culminates in individual or small group projects and presentations on a selected aspect of the phenomena. Maximum enrollment, 12.

[313F] Seminar Religion and Modern Art.

Investigates the ways religious traditions have continued to influence the visual arts into the modern and postmodern periods. Topics range from the theosophical inclinations of Kandinsky and Mondrian to the mystical inclinations of abstract expressionism, from the "blasphemous" images of Ernst and Dix to the meditational video work of Gary Hill and Bill Viola. Media covered include painting, sculpture, video, architecture, and film. Recent exhibitions such as "Negotiating Rapture," "Traces du Sacre" and "The Third Mind" will be discussed. Prerequisite, one course in religious studies or art history. Includes mandatory two-day trip to NYC. (Same as Art History 313.) Maximum enrollment, 12.

[314/414S] Altered States.

Study of pursuits of higher consciousness in social and historical context. Focus on yoga moving from India to the West, secondary attention to Aztec sacrifice, Christian asceticism, and comparable phenomena. Projects consist of individual and collaborative research into a range of media resources for a website about the interpretation of altered states. Prerequisite, two courses in religion or consent of the instructor. Maximum enrollment, 12.

[316/416S] Image, Style and Revolution.

An exploration of image, style, and ideology in the formation of revolutionary consciousness with special attention to the idea of "cosmic race" in modern Mexico. Topics include the use of montage in Sergei Eisenstein's film *Que Viva Mexico*, the work of Mexico's great public muralists, the Aztec image, and utopian views of matriarchal indigenous society. Basic technological training will enable students to produce media projects focused on the interpretation of images in a social and historical context. Prerequisite, two courses in religion or consent of the instructor. Maximum enrollment, 12.

317S Jesus and the Gospels.

A comprehensive introduction to the four Gospels, with special emphasis on the nature of early Christian views of Jesus. (Writing-intensive.) Prerequisite, one course in religious studies. Maximum enrollment, 20. Humphries-Brooks.

[318S] Biblical Rebels.

Careful study of selected Jewish biblical writings (Old Testament) as political fiction with a focus on rebels. Attention to language, characterization and genre. Prerequisite, one course in religious studies or consent of instructor.

[320] Environmentalism as Metaphor: Spirit, Nature and Civilization in Industrial and Post-Industrial America.

The concept of environmentalism in contemporary American religion, scholarship, literature, ecology movements, and utopian and dystopian visions. Reading, research and oral and final written reports. Prerequisite, two courses in religious studies or consent of instructor. Maximum enrollment, 12.

[326S] Seminar: Death, Dying and the Afterlife.

How does religion make sense of death? Can we conceptualize death? How has death been understood from cultural, social, philosophical and medical perspectives? Along with these questions, this course will examine the variety of ways in which Indian religions approach death, dying, and death related issues. The course will primarily look at historical attitudes toward death, disposal of the dead/rituals, memorialization and remembrance through a study of religious literature and archaeological materials. (Writing-intensive.) Prerequisite, Open only to seniors, juniors and sophomores with one course in Religious Studies or History or consent of the instructor. Not open to those who have taken RelSt 119 or 248 Maximum enrollment, 12.

[327S] Religion in the United States: Pluralism, Change, Tradition.

A look at the history of the religious life of the United States within Hamilton College's geographic region. From the Onondaga traditions through 19th-century Utopian communities, to present day religious practices of immigrants from Italy, Bosnia, Thailand and elsewhere, this course relies on several site visits to the buildings and lands that various communities have considered sacred. This course has a service learning component (Project SHINE). (Same as American Studies 327.) Maximum enrollment, 12.

[328S] Artists' Books and Sacred Texts.

This course looks at the ways books have been used in creative ways in the western religious traditions. This includes artistic books, illustrated manuscripts, and varieties of Bibles, Qurans, Torahs, and other sacred scriptures. We examine a history of "The Book," including technological developments in printing and bookbinding, and how these artistic aspects influence beliefs and practices. Course will include projects in which students will create their own books. (Writing-intensive.) Prerequisite, One course in religious studies or art history, or consent of the instructor. (Same as Art History 328.) Maximum enrollment, 12.

[355S] Hindu Scriptures.

This course exposes students to the Hindu texts to develop a sense of their historical development, key Hindu ideas, and the complex and diverse ways of expressing religiosity. The course examines selected written, oral and performed texts of the Hindu tradition in a variety of social, historical and religious contexts. Readings include translations from a variety of Indian literary genres ranging from the Vedas, Upanishads and epics to devotional poetry and modern oral narratives. Art, music, dance, and films related to the texts will supplement the primary sources. (Same as History 355.)

[375S] Seminar: Religion, Art and Visual Culture.

What do the visual arts tell us about religions in ways that written texts alone cannot? How do religious practices actually train religious people to see? Such questions will begin our examination of various media (including painting, calligraphy, architecture, film, and comics) in conjunction with various religious traditions (Christianity, Islam, Judaism, Hinduism, Buddhism). Prerequisite, One course in either art history or religious studies. Required weekend field trip to New York City. (Same as Art History 375.) Maximum enrollment, 12.

[394S] Topics in American Religious History.

Topic for 2013: "Religious Communal Societies in America, 1620-1950." Utilizing the valuable holdings of Burke Library's Communal Societies Collection, this seminar will focus on the various religious communal experiments, especially the Shakers, and their role in American religious history. All students will conduct research in the Communal Societies Collection. (Writing-intensive.) Prerequisite, one 200-level history course or consent of instructor. (Same as History 394.) Maximum enrollment, 20.

[395] The Crusades in History and Literature.

From the twelfth century the Crusades and crusading ideology produced a remarkable body of historiography and literature that provides insight into changing social, cultural, and religious sensibilities in Europe and the Muslim world. This seminar asks students to engage in close reading and analysis of medieval and modern sources reflecting the intellectual, religious, and political questions raised in representing the Crusades and the perceived existential struggle between Christendom and Islam. (Writing-intensive.) Prerequisite, One 200-level history course. (Same as History 395.) Maximum enrollment, 20.

[396F] Seminar: History of Gods.

A comparative study of how gods have been conceived and venerated in early Mediterranean and Asian societies, principally Greece, Rome, India, China, Korea and Japan. Students read liturgical texts, hymns and myths to consider the variety of conceptions of gods and the range of ritual forms used to venerate them across the Euro-Asian continent. Draws from theoretical readings to consider such problems as polytheism and monotheism; myth and ritual; sacrifice; ritual performance; shamanism; cult; and devotion. (Writing-intensive.) Prerequisite, consent of instructor or relevant coursework in Asian studies, classics, history or religious studies. (Same as History 396.) Maximum enrollment, 16.

[Spring 2009 01](#) (Wilson T)

[Fall 2010 01](#) (Wilson T)

[407F] Seminar in The Celluloid Savior.

A seminar on the representation of Jesus in motion pictures. Prerequisite, two courses in religious studies and/or film or consent of instructor. Maximum enrollment, 12.

[Fall 2008 01](#) (Humphries-Brooks S)

[412S] Seminar in Early Christianity.

Exploration of topics in the routinization of Christianity from sect to religion during its foundational period. Attention to literature, history and the social dynamics of change. Prerequisite, two courses in religious studies or consent of instructor.

421S Raging Gods: Scorsese and Coppola's Religious Films.

The religious in the films of Martin Scorsese and Francis Ford Coppola. As American New Wave auteurs they contribute to the emergence of a new sacramental style in American film. We pay attention to the film traditions that inform their development, e.g. Italian neo-realism, horror, film noir and French New Wave. A look at the influence of their Roman-Catholic, Italian-American religious culture. Prerequisite, two courses in religious studies and/or cinema & new media studies or consent of instructor. (Same as American Studies 421.) Maximum enrollment, 12. Humphries-Brooks.

[430F] Seminar in Early Christian Mysticism.

Examination of earliest Christian mysticism as religious experience and social movement. Consideration of antecedents and selected later developments. Prerequisite, two courses in religious studies or consent of instructor. Maximum enrollment, 12.

[483] Seminar in Sacred Space.

Consideration of historical and contemporary spatial expressions of religion, art, architecture, religion and other cultural forms in the old Spanish borderlands region of northern Mexico and the United States, with particular attention to cross-cultural phenomena. Prerequisite, two courses in religious studies or consent of instructor. Maximum enrollment, 12.

501F,S Honors Program.

A project resulting in a substantial essay supervised by a member of the department. Prerequisite, consent of instructor. Open to qualified students. The Department.

502F,S Honors Program.

Continuation of the honors project resulting in a substantial essay supervised by a member of the department. Prerequisite, consent of instructor. Open to qualified students. The Department.

Russian Studies

Program Committee

John Bartle, *Director* (Russian)
Shoshana Keller (History) (F)
Sharon W. Rivera (Government) (F)
Franklin A. Sciacca (Russian)

Russian Studies is an interdisciplinary program focusing on the language, literature, culture, historical development and politics of Russia. The concentration in Russian Studies consists of nine courses: the core courses Russian Studies 221, 222 and 370; five other courses from the list below; and the Senior Project (550), which must include use of Russian language sources. Completion of the Senior Project requires registration in 550. A copy of the description of the senior program is available in Christian A. Johnson 118. Study in Russia may be counted toward the concentration. Honors will be determined by excellence in coursework and the Senior Project. A minor in Russian studies consists of five courses from the list below. All 100-level courses are open to juniors and seniors.

The first-year Russian language course pays particular attention to the cultural context of the language. Emphasis is placed on the language of contemporary Russian media at the second-year level, followed by the opportunity to begin close reading of Russian literature in the original in 370. Near-native and heritage speakers are encouraged to enroll in any of the Russian Studies courses. The readings can be completed in Russian with permission of instructor. Study in Russia on a semester or year program is strongly recommended for those interested in Russian Studies.

Courses in Translation

100F Murder, Civil War, and Opera.

Ivan the Terrible murdered his heir, and left Russia to face economic collapse and mass hunger without a stable government. Then things got really bad. Did Boris Godunov murder Tsarevich Dmitri? Was the First False Dmitri for real? Only Pushkin knew for sure, but it took Modest Musorgsky to wrap it up in the greatest Russian opera of all time. This course will explore the relationships between history, art and national identity in Russia. (Writing-intensive.) Taught in English. Maximum enrollment, 20. Keller.

[Spring 2007 01](#) (Bartle J)

[169] Dreams, Visions and Nightmares: Introduction to Russian Film.

Survey of Russian film from its beginnings through the Soviet period to the present. Introduction to Russian culture and to the basic grammar of film analysis. Films include *Strike!*, *Brother*, *Burnt by the Sun*, *The Thief*, and *The Return*. Afternoon and evening screenings. No knowledge of Russian required.

213F Politics in Russia.

Examines political processes in Russia after the collapse of communism in the former Soviet Union. Central focus on explaining the rise of multi-party democracy in the 1990s and the subsequent consolidation of authoritarian rule under Vladimir Putin. Topics include the creation of political parties, the state's use of propaganda and the media, the problem of corruption, and the prospects for democracy in the future. Prerequisite, Govt 112, 114, Russian Studies 100, or History 222. (Same as Government 213.) S Rivera.

221F Early Russian History From Rurik to Alexander II.

A survey of Russian history from Kievan Rus' to the Great Reforms of Alexander II. Emphasis on the development of Russia from scattered principalities to empire and the struggle for an identity between Europe and Asia. (Same as History 221.) Keller.

[Fall 2008 01](#) (Keller S)

[Fall 2009 01](#) (Keller S)

[Fall 2011 01](#) (Keller S)

[Fall 2012 01](#) (Keller S)

222S Modern Russian History.

Russia from the 1861 emancipation of the serfs to the present. Study of revolution and continuity throughout the modern period, with an emphasis on the multi-national character of the Russian/Soviet state. (Same as History 222.) Keller.

[Spring 2006 01](#) (Keller S)

[Spring 2010 01](#) (Keller S)

[Spring 2013 01](#) (Keller S)

225F Madness, Murder and Mayhem: Nineteenth-Century Russian Literature.

Readings of representative works with emphasis on major literary movements, cultural history, and basic literary devices. Primary texts by Pushkin, Gogol, Turgenev, Dostoevsky and Tolstoy, as well as some critical materials. (Writing-intensive.) No knowledge of Russian required. (Same as Literature and Creative Writing 225.) Maximum enrollment, 20. Bartle.

[Fall 2007 01](#) (Bartle J)

[226] Sex, Death and Revolution: Twentieth-Century Russian Art and Literature.

Close analysis of major literary and artistic movements of the 20th century, with particular attention paid to the innovations of the avant-garde and the impact of the Bolshevik Revolution on the artistic imagination. Emphasis on the recurring theme of the fate of the individual in a mass society. No knowledge of Russian required. (Same as Literature and Creative Writing 226.)

[270] Heaven, Hell and the Space in Between: Devils and Deities in Russian Literature and Art.

Examination of the portrayals of the cosmic conflict: Good vs. Evil, Heaven vs. Hell, God vs. Satan. The second half of the semester will be dedicated to a close reading and analysis of Fyodor Dostoevsky's *Brothers Karamazov*. (Writing-intensive.) No knowledge of Russian required. (Same as Literature and Creative Writing 270.) Maximum enrollment, 20.

[295] Bloodsucking as Metaphor: Vampires, Werewolves and the Living-Dead in Myth, Literature and Film.

Exploration of vampire and werewolf myths in Russia and Eastern Europe, the cult of ancestors in Slavic ritual, folk beliefs and rituals associated with the dead and the so-called "living-dead," and the tradition of "dying-reviving" gods. Transformation of the myths and folklore into the popular cult phenomenon of Dracula in West-European and American literature and film. Particular attention paid to bloodsucking and shape-shifting as political, sexual and medical metaphors. No knowledge of Russian required.

[298] Russian Folklife, Ritual and Lore.

An introduction to the folk literature and traditional culture of the Russians and Ukrainians. Investigation of life-cycle rituals, agrarian holidays, foodways, village life, folk religion and belief systems. Particular attention paid to the survival of pre-Christian cults and rituals of ancient Europe. No knowledge of Russian required.

[345S] The Soviet Union as a Multi-National State.

The USSR claimed to be a revolutionary political form: a state based on the voluntary union of workers from over 100 different nationalities. The Bolsheviks intended to lead Russian peasants, Kyrgyz nomads and Chechen mountaineers together into the bright Communist future. What they actually achieved is another question. Explores the concepts of nation, empire and modernization in the Soviet context. (Writing-intensive.) Prerequisite, 221, 222 or consent of instructor. (Same as History 345.) Maximum enrollment, 20.

550F,S Senior Seminar.

Independent work consisting of the preparation and presentation of a research paper, translation or other project designed by the student. Requires research using Russian-language sources. Open to senior concentrators only. Bartle.

Courses in Russian Language

110F First-Term Russian.

An introduction to the Russian language in a contemporary cultural context. Focus on development of speaking skills in real-life situations. Sciacca.

120S Second-Term Russian.

Continued development of skills in spoken and written Russian. Intensive use of audio/visual and computer materials. Prerequisite, 110 or equivalent. Sciacca.

210F Third-Term Russian.

Further development of conversation and composition skills, with an emphasis on contemporary topics. Prerequisite, 120 or equivalent. Sciacca.

[Fall 2007 01](#) (Bartle J)

220S Fourth-Term Russian.

Continuation of third-term Russian. Introduction to the language of popular culture, including contemporary film and music. Prerequisite, 210 or equivalent. Sciacca.

370F Readings in Nineteenth-Century Russian Literature.

Close reading in Russian and English of one or two major Russian authors of the 19th century. Attention paid to problems of translation. Discussion and writing assignments in Russian and English. Not intended for near-native or heritage speakers. May be repeated for credit with permission of instructor. Prerequisite, 220 or equivalent. Bartle.

[380] Readings in Twentieth-Century Russian Literature.

Close reading in Russian and English of several canonical Russian authors. Attention paid to problems of translation. Discussion and writing assignments in Russian and English. Not intended for near-native or heritage speakers. May be repeated for credit with permission of instructor. Prerequisite, 220 or equivalent.

Sociology

Faculty

Stephen J. Ellingson (S)

Daniel F. Chambliss

Dennis Gilbert (S)

Jenny Irons (F)

Elizabeth Lee

Yvonne Zylan, *Chair*

A concentration in sociology consists of nine courses: 101 or 110, 301, 302, 549, 550 and four additional courses. A Senior Project (550) culminating in a written thesis based on original research is required for the concentration. Prospective concentrators who will be off campus during their junior year are encouraged to take 301 and 302 as sophomores. Candidates for honors must have a 3.3 (88) or better average grade in sociology courses; must submit a thesis receiving a grade of A- or better; and must be approved by a vote of the department faculty. A minor in sociology consists of 101 or 110, 301 and three additional courses.

[101F,S] Introductory Sociology.

Sociological perspective on human behavior. Classic and contemporary sociological concepts that further an understanding of the structure, process, stability and change of social life. Not open to students who have taken 110.

110F American Society.

An introduction to sociological concepts and methods of analysis through the study of selected aspects of American society. Topics include social class, gender, sexuality, race and ethnicity, sports, medicine, crime and deviance, and popular culture. (Oral Presentations.) Not open to students who have taken 101. The Department.

204F Social Class in American Society.

Consequences of inequalities in wealth, income, power and prestige. Social mobility, poverty, class differences in values and lifestyles, social class and politics. Gilbert.

[207S] Sociology of Sexualities.

Examines the social nature of sexual expression — how societies construct sexualities, focusing particularly on questions of gender, sexual discourses and the experiences of sexual "minorities." A consideration of theoretical concepts help frame historical and topical questions about a wide range of sexual behaviors, attitudes and ideals. Consideration of the importance of race, class and gender in shaping the way Western societies have understood and misunderstood sexuality as a physical, psychic and cultural force. Course materials will span a number of disciplines in addition to sociology, including history, psychology, anthropology and cultural studies.

[212] Sociology of Gender.

Contemporary theories, understandings and performances of gender. Attention to the intersections of race, class, gender and sexuality, as well as the relationships of gender to life opportunities and experiences, social structures and societal reproduction. Prerequisite, 101, 110 or consent of instructor. (Same as Women's Studies 212.)

[213S] Culture and Society.

What is culture and why is it important in contemporary American society? What makes different types of culture — film noir or contemporary art — popular or powerful? How are cultural works produced and distributed? We will explore different empirical and theoretical approaches that attempt to answer such questions. Students will engage in a semester-long analysis of a specific cultural object (e.g., American Idol or 20th-century French literature) to assess the power of existing explanations and develop their own explanation for the success or legitimacy of their object. Prerequisite, one course in sociology or permission of instructor.

[Spring 2009 01](#) (Ellingson S)

217F Social History of Latin America.

Iberian America since the Conquest, emphasizing social structure and social change. Covers colonial background to modern Latin American societies, but focuses on late-19th century and twentieth century in Mexico, Brazil and Argentina. (Same as History 217.) Gilbert.

[218] Sociology of Economic Life.

Examines economic phenomena through a sociological lens. Topics include the formation of markets, the organization of production, the corporation, business structure and strategy, competition and cooperation, entrepreneurship and unconventional markets. Draws from a variety of literatures within sociology to cover these topics, such as organizational theory, the sociology of culture and network theory.

[223F,S] Law and Society.

Examines law as a social institution, examining how the law constructs, and is constructed by, social mores, cultural objects and themes, social structures, and individual and collective actors. A critical perspective toward the idea that law exists apart from the social world in which it exists and operates. Consideration of the importance of race, class and gender in shaping legal discourses and the operation of the civil and criminal justice systems. Prerequisite, 101 or 110, or consent of instructor.

[226S] The Sociology of Health and Illness.

This course will give students an introduction to the sociological study of health and illness. While sociologists have taken the study of medicine seriously since at least the 1950s, health and illness are phenomena whose relationship to human society and experience are long and complex. In order to explore this reality, this class will draw on the empirical work of historians, anthropologists, sociologists, and even fiction writers to explore the personal and social elements of sickness and health.

[237F] Political Sociology.

This course surveys contemporary theory and research in political sociology. We begin with a discussion of conceptual and theoretical approaches to the sociological study of power, authority, politics, and policy. We then apply these approaches to a number of topics in the field, including electoral behavior, collective action and social movements, political leadership, and the formation and development of states and social policies. Prerequisite, One course in Sociology or consent of the instructor.

240F Self in Society.

An intermediate-level course in phenomenological social psychology. Emphasis on the nature of the self, the life world as experienced, the taken-for-granted nature of social life, roles and bad faith, and the routinization of everyday life. Chambliss.

[270S] Social Movements.

An examination of major sociological theories of social movement emergence, development and impact. Topics include mobilization, participation and leadership, tactics, movement culture and collective identity. Emphasis on U.S. empirical cases, including civil rights, feminist and sexual identity movements. Prerequisite, one course in sociology.

278S Race, Class, Gender.

Although we often take race, class, and gender for granted in our daily lives, they are central to how we think of ourselves and how we perceive our experiences. In this class we will analyze race, class, and gender from a sociological perspective, in which we examine how society affects individuals' experiences in the world, as well as the impact individuals can have on society. Learning to critically analyze these patterns in our society will help us to better understand the ways in which race, class, and gender continue to shape our lives. Kucinskas.

[288F] Sociology of Religion.

Introduces the primary theories and concepts of the sociology of religion. In particular the course will emphasize how sociologists explain the organization and experience of lived religion largely in the context of North America. Topics include secularization and sacralization; the restructuring of American religion; religion and popular culture; gender, sexuality and power; race; ethnicity and immigration; and religion in the public sphere. (Writing-intensive.) (Same as Religious Studies 288.) Maximum enrollment, 20.

290F Classics of Modern Social Thought.

Reading and discussion of major thinkers in the development of modern Western social thought. Authors include Machiavelli, Rousseau, Burke, Marx, Darwin, Weber, Freud, Mannheim and de Beauvoir. Emphasis on class presentations, debates, book notes and class protocols. Works examined from historical, sociological, psychological and philosophical perspectives. (Oral Presentations.) Prerequisite, one course in history or sociology. May count toward a concentration in either history or sociology. (Same as History 290.) Maximum enrollment, 24. Kelly and Chambliss.

301F,S Sociological Theory.

Examination of classic and contemporary sociological concepts and perspectives. The theorists covered include Marx, Weber, Durkheim, Freud, Mead, Berger and Luckmann, and Foucault. (Writing-intensive.) Prerequisite, two sociology courses. Maximum enrollment, 20. Chambliss.

302F Research Methods.

Formulation of a research problem, choice of an appropriate research strategy, execution of that strategy and interpretation of the results. Both qualitative and quantitative methods presented. (Quantitative and Symbolic Reasoning.) Prerequisite, two sociology courses or consent of instructor. Kucinskas.

304F,S Seminar: Into the Field.

Today, the types of information and questions suited to field methods has increased as researchers have brought ethnography to an increasing diversity of sites and situations. Through methodological and empirical texts, we will explore what ethnography is, how it is practiced, and what it can tell us. Prerequisite, One sociology course or consent of the instructor. Maximum enrollment, 12. DiCicco-Bloom.

[311S] Seminar in Sociology of Culture.

An introduction to research approaches and theoretical traditions in cultural sociology. Explores how scholars from different traditions explain the relationship of different cultural objects, (e.g., television, rock music or religious ideas) to meaning and action, power and agency, social reproduction and change, and the creation of symbolic boundaries. Topics include popular and high culture, the production and reception of culture, the role of culture in creating and maintaining class, status, racial and gender

inequalities. Prerequisite, two courses in sociology or consent of instructor. Maximum enrollment, 12.

319S Seminar: Globalization and Its Discontents.

Globalization has been taking place for centuries, but its impact has accelerated over the last hundred years. We now live in a world with international flows of capital, services, information, and people. The effects of globalization are widely debated among passionate supporters and critics. This class aims to explore different facets of the complex, evolving phenomenon of globalization. The course introduces the main debates about the global economy and their implications on many aspects of people's everyday lives. First we will define and discuss what globalization is. Then we will develop an historical perspective on the roots of globalization. Lastly, we will investigate primary dimensions of globalization such as trade, finance, aid, migration, and ideas. We will assess how these global flows support human development as well as how they fall short. Prerequisite, One social science course. Maximum enrollment, 12. Kucinskaskas.

[320F] Seminar: Advanced Topics in Contemporary Sociology.

Critical examination of key works of contemporary sociological theory and research. Topics include current issues in sociological theory as well as new directions in principal substantive areas of the discipline. Prerequisite, Consent of Instructor. Maximum enrollment, 12.

[321S] Seminar: Gender and Social Movements.

Examines social movements as processes through which gender ideologies and inequalities are reproduced, challenged, and changed. Explores both gender-specific and broader movements to ask how gender matters for movement recruitment, participation, leadership, collective identity, framing and outcomes. Focuses primarily on U.S.-based movements, but also attends to movements in other countries. Prerequisite, One course in sociology or consent of instructor. Maximum enrollment, 12.

[323F] Seminar on Sexuality and Social Theory.

A critical investigation of the place sexuality occupies in social theory. Texts by social theorists will illustrate a variety of intellectual affiliations, including Marxist political economy, feminism, Freudian and post-Freudian psychoanalytic frameworks, and post-structuralist and post-modern perspectives. Examines how conceptions of sexuality figure in theories of social life, including theories of collective action, social organization, the origins and mechanisms of inequality and social identity. Prerequisite, two social science courses or consent of instructor. Some background in reading and analyzing difficult theoretical works (in sociology, political science, philosophy or a similar discipline) is helpful. Maximum enrollment, 12.

[327] Race and the Law.

An examination of how social constructions of race influence the construction of race as a legal category, and how race as a legal concept helps shape the social experience of race in America. Explores these questions through a theoretically driven and rigorous analysis of topics such as: racial disparities in education, housing, employment and the criminal justice system; "hate crimes"; civil rights law; environmental racism; "anti-miscegenation" statutes; segregation practices; and the welfare state. (Writing-intensive.) Prerequisite, one course in sociology or consent of instructor. Maximum enrollment, 20.

[329F] Seminar on the Social Production of Food.

Examines the production and consumption of food in contemporary societies from a sociological perspective. We will study how food shapes personal identity and communal life; the organizational and institutional contexts food production from farm to table; the role food plays in popular culture and the rise of alternative food movements. Covers such topics as food, communal identity and family; the culture and practices of "Foodies"; the world of the restaurant kitchen; globalization and changes in farming and food consumption. Prerequisite, one sociology course. Maximum enrollment, 12.

[348S] Seminar on Culture and Consumption.

How do culture and consumption practices interact and inform one another? In this course we will discuss each, broadly defined, and their implications for the social constructions of race, gender, class, and other facets of our personhood. We will also discuss current trends in local and other forms of ethical purchasing as social movement and personal identity marker. Prerequisite, 1 Sociology course or permission of instructor. Maximum enrollment, 12.

[352] Seminar in Complex Organizations.

Focuses on the development of modern organizations and how they work, examining why organizations take certain forms, why they succeed or fail, how they are managed, and how they are shaped by culture and social structure. We will study for-profit companies along with social movement organizations, non-profit organizations and governmental agencies. Develops understandings of the different strands of organizational theory and how to apply ideas to real organizations. Prerequisite, one course in sociology. Maximum enrollment, 12.

[354F] Seminar on Social Class and Inequality.

The course will focus on selected questions related to the American class system, like the following: Why is inequality rising in the U.S. and most other economically advanced countries? Who are the 1 percent? Does the U.S. have more or less social mobility than other countries? Why does poverty persist in the U.S.? Does education promote mobility or reproduce class inequalities? Why are class differences in marriage rates increasing? Each student will complete a paper on a relevant topic for presentation to the seminar. The paper may be related to senior thesis research. (Writing-intensive.) Prerequisite, Soc 204 or permission of the instructor. Maximum enrollment, 12.

[356F] Seminar in Sociological Analysis.

An examination, through the study of a wide variety of contemporary research works, of the modes of sociological explanation; geared to students curious about how social scientists analyze and describe the world. Authors include Massey, Hochschild,

Desmond, Zelizer, Collins, Lieberman, Abbott, and others. Prerequisite, 2 courses in Sociology or consent of the instructor. Maximum enrollment, 12.

[357F] Seminar: The Sociology of Dependency.

The goal of this course will be to bring the sociological imagination to bear on the complex reality of dependency by asking: What is dependency? Who is dependent? What role does dependency play in our behavior, relationships, and our lives? Employing literature from sociology and related disciplines, the class will cover studies of children and the elderly, marriage and work, poverty and social services, disability and illness, and even climate change. Prerequisite, One course in Sociology or consent of the instructor. Maximum enrollment, 12.

[361F] Seminar: Politics and Culture.

Examines the ways that culture — ideologies, symbols, rituals, art, music, film — influences the political sphere and becomes an arena for contentious politics. Special attention will be given to the fall Presidential election campaigns. Topics include revolutions and state-formation, electoral politics, the politicization of social problems, national identity and collective memory, and conflicts over contemporary art, television and popular culture. Prerequisite, one social science course or consent of instructor. Maximum enrollment, 12.

[362F] Seminar on Mexico.

Long-term processes of social change and political upheaval in Mexico. Topics include the formation of Mexican society, class structure, poverty, population trends, ethnic conflict, religion, popular culture, political elites, democratization, international migration, development strategies and globalization. (Writing-intensive.) Not open to first-years, except with consent of instructor. (Same as Government 362.) Maximum enrollment, 12.

367S Seminar: Organizations and Culture.

Organizations are among the most pervasive features of modern society and culture lies at the foundation of organizational life. This course is intended to help students acquire a set of tools for understanding organizations, and in particular for understanding the role culture plays in how organizations operate. It is organized around a set of questions including: how is culture used to organize work, exercise power, and shape individuals' actions? What role does culture play in establishing or changing an organization? How is culture activated to gain financial, human, or symbolic resources? How does culture facilitate or constrain inter-organizational relationships? We will examine both for-profit and non-profit organizations in a wide variety of fields (high-tech, health care, law, religion, the service industry, and the arts) and conduct a series of analyses about the culture of Hamilton College. Prerequisite, One sociology course or consent of the instructor. Maximum enrollment, 12. Ellingson.

[373S] Seminar on the Constitution and Social Policy.

The United States Constitution is frequently invoked in public and institutional debates over social policy. For example, constitutional arguments have been raised in recent and ongoing policy debates concerning gun violence, marriage recognition, corporate personhood, and education. This course examines the relationship between the Constitution and social policy in American society, considering the ways in which broad social problems and conflicts (and their proposed resolutions) are shaped by American legal discourse. Prerequisite, One social science course or consent of instructor. Maximum enrollment, 12.

549F Senior Seminar.

For concentrators preparing to write a thesis. Includes exploration of the range of sociological topics, lectures by departmental faculty on research areas and techniques and workshops on bibliographic methods, site selection and access, and writing of research results. Culminates in presentation of a detailed thesis proposal. (Writing-intensive.) (Oral Presentations.) Open to senior concentrators only. Maximum enrollment, 20. Ellingson.

550S Senior Project.

Investigation, through original research, of a sociological topic resulting in a thesis. Open to seniors only. The Department.

Theatre

Faculty

Craig T. Latrell,
Carole A. Bellini-Sharp, *Chair*
Mark Cryer
Andrew C. Holland

Special Appointment

David A. Stoughton

A concentration in theatre consists of 11 credits: 100, 102, 105, 108, 141 and 142, 303, 307; 550 or 560; and three (3) electives from 200- and 300-level courses.

Majors must audition or interview for all mainstage productions (Theatre 141 and 142). Theatre 105 must be taken before the completion of the sophomore year.

The Senior Program requirement in theatre may be fulfilled through satisfactory completion of one of the following options: a Senior Thesis (550), which may be a research paper or the composition of a play; or Senior Performance/Production (560), which may be an acting showcase, the directing of a play or designing for a departmental production. Students falling below the 3.0 (85) average may be required to take the research option or to register for an independent study prior to the project as preparation.

Departmental honors will be awarded on the basis of a cumulative record of 92 or above in all courses counting toward the major, satisfying departmental expectations, and distinguished achievement on the Senior Project.

A minor in theatre consists of Theatre 100 and four electives, two of which must be at the 200-level.

100F,S Playing--Introduction to Making Theatre: Theory and Practice.

This class combines the study of theatre and drama as it reflects, represents and interprets diverse cultures with a hands-on examination of how theatre is made. Through readings, lectures, discussions and projects the class will explore the ideas, strategies and languages of theatre (acting, directing, playwriting, designing) that theatre artists use to create contemporary theatrical performance. (Oral Presentations.) First-year students, and sophomores with permission of the Department. Maximum enrollment, 20. Two sections in the Fall--Latrell and Holland; one section in the Spring--team-taught with Cryer and Stoughton.

102S Acting Styles: American Realism.

This course builds upon the ideas and techniques of modern realism and its American adaptations through the works of Uta Hagen and Robert Cohen. Students will gain a foundation in an acting process that includes body and voice awareness and use, sense memory, substitution, emotional memory and character actions as well as scene study. (Oral Presentations.) (Proseminar.) Prerequisite, Theatre 100. Maximum enrollment, 16. Cryer.

105S Live Design and Production I.

An examination of the process of design and production through the eyes of the many participants whose work and collaboration are vital to setting the stage for live performance. Through lecture, discussion, and hands-on experience the course will explore the fundamentals of design, technology, and construction for the stage. Discussion topics will include aspects of performance design and production with special emphasis on scenery and lighting. (Quantitative and Symbolic Reasoning.) Prerequisite, Theatre 100 or consent of the instructor. Three hours of class and four hours of laboratory. Maximum enrollment, 16. Stoughton and Holland.

106F Out Loud.

Through the introduction of a variety of performance genres, this course develops oral communication, public speaking and public performance skills. Although no prior experience in performance or public speaking is expected, students will learn about and participate in such genres as storytelling, solo performance, hip-hop theatre, spoken word poetry, Sprechstimme and cabaret. Writer/performers to be studied/performed include Tim Miller, Karen Finley, Ntozake Shange, Danny Hoch, Sarah Jones and Bertolt Brecht. (Oral Presentations.) Cryer.

108F Live Design and Production II.

A continuing examination of all aspects of design and production for live performance with special emphasis on costumes and sound. The course will explore the fundamentals of design, technology and construction for the stage through lecture, discussion and hands-on experience. (Quantitative and Symbolic Reasoning.) Prerequisite, Theatre 100, 105 or consent of the instructor. Three hours of class and four hours of lab per week. Maximum enrollment, 16. Stoughton and Holland.

[130] Visual Storytelling: What's a Picture Worth?.

Through the exploration of basic visual elements including color, form, space and movement, students learn to communicate complex ideas and narratives non-verbally. While focusing on performing arts, we will also examine relevant works of fine art,

architecture, film and video. Assignments consist of individual and group projects and presentations, putting into practice concepts discussed in class. While no previous art or theater experience is necessary, students should be prepared to face the challenge of expressing themselves outside the realm of written papers and oral presentations. (Oral Presentations.) (Proseminar.) Not open to senior Theatre concentrators except with permission of the instructor.. Maximum enrollment, 16.

141-142F,S Production.

The study of theatre through participation (performance, management and/or technical work) in a faculty-directed production. Students must pre-register for this class; for 141F first-year students may register during orientation. Preregistration does not guarantee an acting role. Auditions will take place at the start of the semester, and students not acting will perform a technical/production role. One-half credit. May be repeated for credit. Maximum enrollment, 20. Bellini-Sharp (Fall); Latrell (Spring).

201F Acting Styles: Theatricalism and the European Avant Garde.

20th-century performance aesthetics. Practical exploration of non-realistic theatrical methods, emphasizing challenges to Stanislavskian naturalism in the work of Meyerhold, Artaud, Grotowski and Brecht. Intense text and performance work. (Oral Presentations.) (Proseminar.) Prerequisite, 100, 101, or consent of instructor. Maximum enrollment, 16. Bellini-Sharp.

204S Collaborative playmaking: creating dynamic and original physical theatre.

Students will learn to work together towards a common artistic goal, using their entire body to devise original performances. The course will focus on generating ideas for plot, story, and theme; conducting dramaturgical research; scripting in groups and individually; physical storytelling; improvisation; giving critical feedback; sharing directorial responsibility; and select readings in devised theatre. Course culminates in a 10-15 minute group-devised performance that reflects the collective artistic vision, and a written critical evaluation. (Oral Presentations.) Prerequisite, 100. Maximum enrollment, 16. Department.

[212S] Scene Design.

A lecture/laboratory course in the design of scenery for the stage. Study of principles of composition, materials and fundamentals of drafting and rendering, eventuating in practical scenic designs with floor plans, elevations, sections and models. (Quantitative and Symbolic Reasoning.) (Oral Presentations.) Maximum enrollment, 12.

213F Lighting Design.

A lecture/laboratory course in lighting for the stage. Study of principles of composition, graphic notation, electrical practice and its control, eventuating in practical lighting designs with plots, sections and control charts. (Quantitative and Symbolic Reasoning.) Prerequisite, 105. Maximum enrollment, 12. Stoughton.

[214] Sound Design.

Students will learn how a designer develops, communicates and executes an effective and creative soundscape for a theatrical production. The basics of sound technology will be discussed and the student will have the opportunity to record, engineer and execute their own creative content. Focuses on sound as an artistic medium and explore how it can be used alongside other production elements to create the world of the play and convey thematic, emotional and environmental information. (Quantitative and Symbolic Reasoning.) (Oral Presentations.) Prerequisite, 105 or 108. Maximum enrollment, 12.

[215] Scene Painting.

Through a series of projects and demonstrations, introduces students to the basic principles of scenic painting for film, television and the performing arts. Topics covered will include color mixing, texture, faux finishing (wood grain, marble, etc.), brush and spray techniques, trompe-l'oeil and large scale cartooning and painting. Prerequisite, 105, 108 or 130, or a 100-level art course. (Same as Art 215.) Maximum enrollment, 12.

216S Costume Design: History into Practice.

This studio-type course serves as an introduction to the theory and practice of costume design for theater, film and television. Through a series of lectures, demonstrations and projects students will explore various aspects of costume history and the costume design process. Specific attention will be given to fashion silhouettes and historical periods, as they relate to the assigned texts. Areas covered in the course will include, costume history, script analysis, textiles, life drawing and watercolor rendering. Maximum enrollment, 12. Holland.

224F Playwriting.

Introduction to the techniques of realistic and non-realistic playwriting through a variety of exercises and improvisations, culminating in the writing and staging of a one-act play. Prerequisite, Theatre 100,130 or a 100-level writing-intensive course in English or English 204, or consent of the instructor. While no prior acting experience is required, students participate in staged readings of works. (Same as Literature and Creative Writing 224.) Maximum enrollment, 16. Latrell.

[236] Outrageous Acts: Avant-Garde Theatre and Performance Art.

An examination of experimental art's capacity to shock and to force us to recognize ourselves from new and unexpected perspectives. The historical, cultural and philosophical origins and influences, as well as exemplary works from the early avant-garde movements (1890-1940) and more contemporary avant-garde theatre and performance art (1950-1990). Discussion of the art, music, literature, theatre and film of Surrealism, Symbolism, Expressionism, Dada, Futurism, Constructivism, Epic, The Living Theatre, Grotowski, Monk, Wilson, Foreman, The Wooster Group, Hughes, Finley. (Oral Presentations.) (Same as Art History 236.)

238S African-American Theatre from Ira Aldridge to August Wilson.

Study, discussion and oral performance of selected works of drama by African-Americans from the 1860s to the present. Focuses on themes within the plays in relation to the current social climate and how they affect the play's evolution in the context of changing U.S. cultural and political attitudes. (Oral Presentations.) Prerequisite, 110 or 120. Open to sophomores and juniors only. (Same as Africana Studies 238.) Cryer.

[244] Tragedy: Then and Now.

How did Greek tragedy work in the city of Athens? Athens was a radical democracy but was based on slave labor and the exclusion of women. How is this implied contradiction displayed in the works of Aeschylus, Sophocles, Euripides? But tragedy also has contemporary life. How do these plays transcend their time of production? An opportunity to examine relations of gods/humans, fate/choice, as well as gender, class/ethnicity and sexuality. Readings to include works by Seneca, Racine, Sartre, O'Neill, Heaney, Fugard. (Writing-intensive.) (Genre) (Same as Literature and Creative Writing 244 and Classics 244.) Maximum enrollment, 20.

245F "All Shook Up": How Modern Theatre Transformed Western Notions of Gender, Sex, Class and Reality.

A study of modern drama as literary and social text, with special attention to issues of class and gender. How does dramatic form express political and philosophical ideas? What is "modern"? Once experimental, these modern classics shaped theatre today. Texts to include works by Büchner, Ibsen, Strindberg, Chekhov, Pirandello, Shaw, Beckett, Brecht, Ionesco, Genet, O'Neill, Treadwell, Lorca, Williams, Hansberry, as well as recent interpretations and productions of some of these works. Prerequisite, one course in theatre or literature. (Genre) Not open to students who have taken 345. (Same as Literature and Creative Writing 245.) Bellini-Sharp, N Rabinowitz.

[255] Asian Performance: The Exotic Body.

An exploration of Asian performance forms and performers, and how they are represented in the West. Focus on elite, popular and hybrid forms arising out of the cultures of China, Japan, India and Southeast Asia, and the way these forms have functioned as tokens of exoticism in the West. No prior performance experience necessary, but students will be expected to participate in workshops. Open to seniors. (Oral Presentations.) (Proseminar.) Maximum enrollment, 16.

258F Performing Culture: Shamans, Tourists, and Cross-dressers.

Examination of performing arts across Asia from traditional theatre to contemporary pop culture, and how performance functions in society. Topics include shamanic rituals, "invented" traditions, tourism, cross-dressing, and other formations of sociocultural identities. The course will be open to first year students and have no prerequisites. (Same as Asian Studies 258 and Dance and Movement Studies 258.) Chuyun Oh.

261S Performing Life: Introduction to Performance Studies.

This course introduces the field of performance studies, examining performance in diverse contexts, from everyday life (sports, rituals, politics, television) to more formal settings (theatre, dance, visual art). Performance studies asks "What is performance, and how can we make sense of it?" The field incorporates aspects of theatre history, theory, and practice; anthropology, sociology, and cultural studies. No performance training is required or expected, but students will participate in a variety of hands-on exercises, and will attend and analyze several events. Latrell,C.

300F,S The Study of the Theatre through Production and Performance.

Performing a major role, stage management, dramaturgy or design of scenery, lighting or costumes for a faculty-directed production. (Oral Presentations.) Prerequisite, invitation of department. May be repeated for credit. The Department.

301S Advanced Seminar in Performance.

A performance-oriented seminar focusing on specific areas of performance theory and technique: for example, political theatre, Asian theatre, Latina/o theatre, solo performance, chamber theatre, intercultural or intermedia performance. Addresses the connections between research and performance. Final public performance and/or presentation. (Oral Presentations.) Prerequisite, 201 or consent of department. Maximum enrollment, 12. The Department.

[302] Advanced Acting Workshop: Shakespeare and Company.

Classical texts and contemporary performance. Focus on Shakespeare, language and character. May include other classical dramatists Scene and monologue work, textual analysis, vocal and speaking preparedness, verse and heightened speech, characterization, improvisation and rehearsals. (Oral Presentations.) (Proseminar.) Prerequisite, 102, 201 or consent of instructor. Maximum enrollment, 16.

303F Directing.

Fundamentals of play direction and script analysis. Study of selected directors and directorial problems; the direction of exercise scenes; and direction of a final scene or one-act for public presentation. Prerequisite, two semesters of acting and two other courses in theatre or dramatic literature or consent of instructor. Latrell.

[307] History of Theatre.

An introduction to the basic texts of theatre history from classical antiquity to the Baroque era, focusing on the themes of cross-dressing in performance, space and how it shapes theatre, and the representation of reality on the stage. Places performance within social, cultural and historical contexts, and also provides an introduction to non-Western performance. Offered in alternate years. (Oral Presentations.) Prerequisite, 110, 120, any 200-level theatre course, English 206 or consent of instructor.

314F Meisner One; Transitions.

Through exercises, performance activities, and presentations, this course provides an introduction to Sanford Meisner's approach

to actor training and its requirements for successful transitions to camera and voice over work. The student who has already studied and practiced foundational approaches to acting/performance will expand and deepen her knowledge and practice. Students learn to demonstrate understanding and practical proficiency in executing the exercises and theoretical concepts of Meisner's approach to actor training, as well as learning to maintain connections with others during practical activities, presentations and performances. (Oral Presentations.) Prerequisite, 102 and 201. Maximum enrollment, 12. Cryer.

550F,S Senior Thesis.

A project resulting in either a research paper or the composition of a play. Open to senior concentrators only. The Department.

560F,S Senior Performance/Production.

An acting showcase, the directing of a play, costume, set and/or lighting design for a departmental production. Substantial written component comprising research into the historical, theoretical and socio-cultural contexts of the chosen work. Following submission of the monograph and completion of production, each student will participate in the evaluation of her/his project with an evaluating committee. Open to senior concentrators only. Senior project proposals, written in consultation with faculty, are due at the end of the fall semester of the senior year. The Department.

Women's Studies

Faculty

Anne E. Lacsamana, *Chair*

Vivyan C. Adair

Joyce M. Barry

Margaret Gentry

Lolita Buckner Inniss

The concentration in women's studies consists of nine courses: 101, 201, 301 and 550; two courses selected from among 314, 327, 401, 402 and 405; and three electives. With the approval of the concentrator's advisor, one course focused on women or gender that is not cross-listed with women's studies may be counted toward the electives required for the concentration.

The Senior Program (550) is an interdisciplinary project culminating in a thesis or performance. Students who have an average of at least 3.5 (90) in the concentration may receive honors through distinguished work in 550. A complete description of the Senior Program is available from the program director.

A minor in women's studies consists of 101, 201, 301, one course selected from 314, 327, 401, 402 or 405, and one elective.

Students without prior courses in the program may enroll in courses above the 100 level with permission of the instructor.

101F,S Introduction to Women's Studies.

An interdisciplinary investigation of past and present views of women and their roles, treatment and experiences in institutions such as the family, the state, the work force, language and sexuality. The diversity of women's experiences across age, class, ethnic, sexual, racial and national lines introduced, and theories of feminism and of women's studies discussed. (Writing-intensive.) (Oral Presentations.) (Proseminar.) Maximum enrollment, 16. Adair, Barry and Lacsamana.

[132F] Law in Literature and Film From a Raced and Gendered Perspective.

The chief goal of the course is to encourage a reading of law that explores the literary meanings and lessons of legal or law-like texts from a raced and gendered perspective. The class begins by addressing law as literature and includes readings of statutory provisions and cases. The course then considers law in literature, and offers insights or criticisms about written fictional depictions of the practice of law and law's effects upon various individuals or social groups, especially women of color. A third portion of the class is devoted to selected themes concerning law in film.

[140] Women in the Ancient Mediterranean World.

An introduction to the roles of women in the ancient world through various sources: history, art and archaeology, law, literature and medicine. Covers the period from Egypt to early and classical Greece and down to the Roman empire, and traces the shifts in attitudes during these periods. (Same as Classics 140.)

[190] Women and Madness.

Examination of historical, cultural, literary, artistic and psychological constructions and representations of women as "mad." Uses feminist sociopolitical perspectives to explore how these representations are connected to topics such as anger, violence, sexuality, race, class, conformity and resistance to female roles, and the psychiatric and psychological communities.

[Fall 2008 01](#) (Gentry M)

201S Introduction to Feminist Thought.

An interdisciplinary examination of the history and contemporary practice of feminist thought. Topics include the history of feminist thought in Western culture, the broadening and complication of that canon to include examinations of race, class, gender, sexuality, ableism and ageism, and the implications of global feminist thought. (Writing-intensive.) Prerequisite, 101 or consent of instructor. (Same as Government 201 and Government 201.) Maximum enrollment, 20. Lacsamana.

202F Introduction to LGBTQ Studies.

In this introductory-level writing-intensive course, students will explore sexuality through writing as not just a personal identity, but also a category of analysis that intersects with gender, race, class, nationality, and religion. Through films such as *For the Bible Tells Me So, But I'm a Cheerleader*, *Southern Comfort* as well as texts such as Vicki Eaklor's *Queer America* and Susan Stryker's *Transgender History*, you will learn to interrogate prevailing normative assumptions, social and cultural institutions, your own life, Hamilton College, and the wider community. (Writing-intensive.) Maximum enrollment, 20. Cara Jones.

[203F] Women and War: Feminism, Militarism and Nationalism.

Examines the ways war and processes of militarization impact women in developed and so-called developing countries. Accompanying this discussion will be an analysis of women's relationship to the "state" and "nation" during periods of warfare. Readings range from personal narratives written by women who have experienced war first-hand to those actively engaged in revolutionally anti-imperialist struggles. These narratives will be grounded by theoretical readings that explore the ongoing debates

and tensions among feminists regarding nationalism, violence, war and militarization. Prerequisite, 101 or consent of the instructor.

[210S] Twentieth-Century Sexuality: Literature and Film.

Examination of the emergence, normalization and regulation of heterosexuality and homosexuality as categories of identity through the literature and film of the 20th century. Literature will include literary "classics," pulp fiction, picaresque novels, feminist fiction and postmodern narratives. Feminist as well as closeted and homophobic films will be included. (Writing-intensive.) Prerequisite, one course in women's studies or consent of instructor. Maximum enrollment, 20.

[211F] Women, Gender and Popular Culture.

Interdisciplinary investigation of how popular culture reproduces gendered identities and racialized differences. Feminist theories of popular culture will inform examinations of racial stereotypes and heterosexist conventions in diverse forms of popular culture (films, fiction, non-fiction, television, music, the internet) from 1980-present in both mainstream and sub-cultural contexts. Analysis of popular culture's commodification of contradictory versions of "womanhood," as well as how women's self-representations pose complex questions of agency and resistance in the culture industry. Prerequisite, one course in women's studies or consent of instructor.

[212] Sociology of Gender.

Contemporary theories, understandings and performances of gender. Attention to the intersections of race, class, gender and sexuality, as well as the relationships of gender to life opportunities and experiences, social structures and societal reproduction. Prerequisite, 101, 110 or consent of instructor. (Same as Sociology 212.)

217S Introduction to US Latino/a Literatures.

Examination of cultural production of representative U.S. Latino/a writers, filmmakers and visual artists from the civil rights movement to present. Focuses on the rewriting of contextual history of Latinos within the United States through interdisciplinary texts. Emphasis placed on literary, cultural and historical/political analysis, feminist criticism and anti-racist pedagogies. Prerequisite, HSPST 200. Taught in Spanish. (Same as Hispanic Studies 217.) Maximum enrollment, 16.

222F Race, Gender and Culture.

A critical philosophical examination of the normative categories of race, gender and culture. Topics include the origin, character and function of racial, gender and social identities. Analysis will focus on questions concerning the malleability of these identities, as well as questions concerning their psychological and social significance. (Writing-intensive.) Prerequisite, One course in philosophy, Africana studies or women's studies. (Same as Philosophy 222 and Africana Studies 222.) Maximum enrollment, 20. Franklin.

223S Critical Intersectionality: Re-Inserting a Power Analysis.

The concept of "intersectionality" and its political and theoretical foundations are arguably one of the most important contributions by women of color feminist scholars and activists to the social sciences and to practice arenas such as diversity education and organization development. Since its popularization, the meaning of the concept has been diluted, too often used only to identify and acknowledge multiple identities, thus leading to cultural relativist perspectives on social justice struggles. This course will trace the origins of the concept, delineate the structural features that give significance to an individual's multiples identities and complicate collective identities, and identify various ways in which a critical intersectional analysis can provide fuller understandings of individual experiences and subjectivities, organizational policies and practices, and the social, economic, and political forces that shape them, often in contradictory ways. Prerequisite, 101 or consent of the instructor. Margo Okazawa-Rey.

[224S] Gender, Space and Identity in the African Diaspora.

This course examines how racialized and gendered identities are made in relation to space. How does gender intersect with race, class and other power relations embedded in the places we live? How do women and men come to occupy different places in the world – literally and figuratively – or occupy the same places in different ways? Case studies focus on identity making in relation to the body, in diverse contexts such as homes, public and national spaces, across the African Diaspora. (Writing-intensive.) (Same as Africana Studies 224.) Maximum enrollment, 20.

[225S] Women, Law, Public Policy and Activism in the Contemporary United States.

An examination of feminist analysis of legislation and legal theory; public, educational and social policy; and legal/policy activism in the U.S. Opportunity for law or public policy research and/or internship in area. (Writing-intensive.) Maximum enrollment, 20.

233F Geographies of Race and Gender.

Examines how "natural" differences of gender and race are created through discourses, images and everyday practices in particular spatial contexts. Using historical and fictional texts, ethnographies, theoretical discussions and films the course explores the production of racial and gender differences in European development and imperialist expansion. Focuses on three historical periods in the production of racialized and gendered geographies: plantation/slave societies in the Americas, African Colonialism, contemporary globalization and ethnic diversity in Europe. (Same as Africana Studies 233.) Merrill.

[235F] Women in Modern Asia.

Key dimensions of women's relationships to colonial and national states in Asia during the 20th century. Introduction to distinct cultural systems in Asia with emphasis on how religion, ethnicity and class shape lives of women in Asian societies. Roles of women in politics, economics and social reform under both colonial and national states. Extensive use of biography, autobiography and memoir. (Same as History 235.)

[246F] Feminist Visual Culture.

Considers the revolutionary work of feminist artists and the ways they have utilized visual culture as a form of political dissent, empowerment and social change. Examines the theoretical frameworks used to interpret and evaluate this work, and looks at the historical interrelationship between feminism and the arts as expressed in various examples of contemporary art, media and film. Prerequisite, 101 or consent of instructor.

252S Gender and Science.

Critical examination of the intersections between gender and science. Consideration of women's roles as scientists both historical and in the present, the role of science in defining gender, and the feminist critique of science. Particular focus on women's reproductive health and molecular medicine. Prerequisite, WMNST 101 and one course in a science discipline. Counts for the Biology Ethics requirement only not for the major. (Same as Biology 252.) Jinnie Garrett.

255S Gender and Environment.

The theoretical, historical and material links between gender and the natural world. We explore how the social category of gender relates to environmental issues, but also focus on how other human differences based on race, class, sexuality and nation connect to the so-called "non-human environment." The course begins with feminist historical and theoretical analysis of the links between gender and environment, including examinations of Ecofeminism and Deep Ecology. Building on this foundation, we then explore Health and Technology, Environmental Justice, and Global Climate Change. (Writing-intensive.) (Same as Environmental Studies 255.) Maximum enrollment, 20.

[257] Language, Gender and Sexuality.

Stresses special lessons that anthropology has to teach about the gendered facets of linguistic expression, including the necessity of an approach that is both empirical, including moments of interaction, and critical, exploring issues of power and agency. Considers conceptual benefits and limitations to using gendered difference as a model for sexual difference in the study of linguistic expression. Prerequisite, one course in anthropology or consent of instructor. (Same as Anthropology 257.)

[278] The Straight Story?: Rethinking the Romance.

A study of the ways in which various forms of sexual desire (overt or closeted) drive the plot of literary works. How is desire constructed? How have authors used, manipulated and resisted the marriage plot for aesthetic and political ends? Special attention to works by gay and lesbian authors. Readings, which include works of theory as well as imaginative texts, to include such authors as Austen, Diderot, Balzac, Zola, Wilde, Baldwin. (Theme or Identity and Difference) (Same as Literature and Creative Writing 278.)

[280] The Politics of Gender.

The impact of gender on politics in the United States and the value of studying politics from a gender perspective. Topics include political socialization, communication, media coverage, public opinion and voting behavior; women's movements for rights and mobilization around issues like the environment; women as public leaders; gender and electoral politics; symbolic gender politics and issues such as education and welfare reform. (Writing-intensive.) Prerequisite, 116, 117 or consent of instructor. (Same as Government 280.) Maximum enrollment, 20.

[281] Performing Politics: Gender and Sexuality.

Examines the connections between theatre and political life: Is theatre political? Is political action theatrical? Focusing on performances in 20th-century Europe and the United States, we will read plays, theatre history, and political and historical documents to understand 1) how playwrights have used theatre for political ends and 2) how both "left" and "right" have mobilized people in demonstrations that might be considered performances. Topics include AIDS, reproductive rights and sexuality (drag and performance art). Prerequisite, one course in theatre or comparative literature. (Same as Literature and Creative Writing 281.)

301F Feminist Methodological Perspectives.

An interdisciplinary exploration of feminist methods of social analysis. Emphasis on how feminist inquiry has transformed how we think about and study gender in the sciences, social sciences, arts and humanities. (Writing-intensive.) Prerequisite, 101 or consent of instructor. Maximum enrollment, 20. Barry.

303/403S Representing Gender in Latin America.

Approaches gender studies through critical analysis of Latin American literature, film and social movements. We study representations of femininity and masculinity in Latin American culture and their historical roots, considering traditional gender roles and more contemporary attempts to break with social expectations linked to sex and gender, as well as the complex interactions of gender with nationality, class and sexual orientation. Discussions center in issues of representation, identity and "equality." Readings include both literary texts as well as gender theory. Prerequisite, Two 200-level courses in Hispanic studies above 200 or 201, or consent of instructor. Taught in Spanish. (Same as Hispanic Studies 303/403.) Maximum enrollment, 16. Burke.

[310F] Black Women's Experience in the United States.

Examination of the experiences of black women in the United States from 1800-2006. Emphasis on the intellectual history of black women. Topics include the legacy of slavery, the role and influence of religion and the black church, the history of black women's education, the development of black feminism, the roles of and attitudes toward black lesbian and bisexual women, the role and impact of black women in popular culture and music. (Writing-intensive.) (Oral Presentations.) Prerequisite, 101 or consent of instructor. (Same as Africana Studies 310.) Maximum enrollment, 20.

314F Seminar: Feminist Perspectives of Class in the United States.

Examines class and class struggle as it is associated with ethnicity, nation, race, gender and sexuality in the United States. Uses representations of class and class struggle in history and in contemporary literary, cinematic, social change movement and academic texts. Prerequisite, one course in women's studies, sociology, economics or consent of instructor. Maximum enrollment, 12. Adair.

[316] Globalization and Gender.

Analysis of globalization and its impact on the economic experience of women. Topics include the definition of globalization with particular emphasis on economic globalization; restructuring in the industrialized economies; gender-related issues in the labor markets of industrialized countries, such as occupational segregation, wage gap, feminization of the labor process; structural adjustment; and case studies of female labor participation in the Third World. (Writing-intensive.) Prerequisite, 102. (Same as Economics 316.) Maximum enrollment, 20.

323F Gender, Health and Technology.

This course is an interdisciplinary, cultural studies examination of the intersections between gender, health and technology from a global perspective. This course explores the ways in which social identities of gender, race, class, sexuality, nationality, ability and so forth are relevant to studies of health and technology. The course will be theoretically and historically grounded by feminist critiques of science and technology, and explore the following topics: sexual and reproductive technologies, body modifications, and environmental toxicity and human health. Prerequisite, Any Women's Studies course or consent of the instructor. Maximum enrollment, 12. Jones C.

[327S] Seminar on Women and Aging.

Focuses on women's experiences of aging across the lifespan with attention to midlife and beyond. Examines images of aging women in literature and the media; ageism and the impact of race, class and sexual identity on aging; aging women's experiences of the body, reproduction, health, economic issues and social and familial relationships. Considers how changing age distributions in the United States will influence intergenerational relationships and social policy. Prerequisite, one course in women's studies or consent of instructor. Maximum enrollment, 12.

329S Seminar on Gender and Disability.

In this seminar, we will examine how disability operates as a category of analysis. Focusing particularly on how disability intersects with other identities such as gender, race, class, sexuality, religion, and nationality, particular attention will be given to feminist disability theorizing. We will also examine the ways in which the production of knowledge relies on able-bodied norms. To this end, we will spend considerable time thinking through the implications of traditional classroom arrangements during our class meetings and modifying traditional means of teaching and learning as need be. Projects will address representations of disability in the media, narrative, and film as well as issues of disability on Hamilton's campus and in the local community. Prerequisite, 101 or consent of the instructor. Maximum enrollment, 12. Cara Jones.

[331S] Seminar on Women's Movements and Grassroots Organizing.

Interdisciplinary course exploring social, economic, cultural and political issues that influence and determine the women's movement and grassroots organizing in a specific location. Prerequisite, one course in women's studies and consent of instructor. One-and-one-half hours per week. One-half credit. Preference given to those planning to participate in 332. Maximum enrollment, 22.

[332S] Field Study.

An interdisciplinary field study of coalition building efforts, feminist strategies for change and research methods with grassroots organizers and women's movement leaders, learning first-hand from those involved in social change projects. May include lectures, workshops, site visits, interactions with people from diverse cross-section of local society, and will conclude with implementation of community-based project. Prerequisite, 331. Concurrent registration in 331 required. Extra cost. One-half credit. Maximum enrollment, 12.

[334S] Kitchen Culture: Women, Gender and the Politics of Food.

A cultural studies examination of women's long-standing association with the private space of the home, in particular the kitchen, and the production and consumption of food. Grounded by feminist theoretical discussions of domesticity, the class analyzes how notions of family, community and cultural practices connected to food are differentiated by race, class, ethnicity and nationality. Prerequisite, 101 or consent of the instructor. Maximum enrollment, 12.

[336F] Seminar: Gender, Race and the Law.

This course considers the ways in which gender and race interact in a legal context. It looks at the role of women beginning with the early 20th century United States and examines "small cases" concerning women's rights and "hidden histories" of racialized gender. The class looks at public and private regulatory regimes and the litigants, histories, parties, strategies, and theoretical implications in these regimes. Some subject areas covered include constitutional law, reproductive freedom, the workplace, the family and women in the legal profession. Prerequisite, WMNST 101 or consent of the instructor. Maximum enrollment, 12.

[341] Women, Gender and Power in the Ancient World.

An interdisciplinary study of the varying degrees and types of power available to women in ancient Mediterranean societies. Students will analyze evidence from art, archaeology, classical literature, history, philosophy, and sociology to interpret the social construction of race, gender, class, and sexuality in ancient Egypt or ancient Greece or ancient Rome. (Writing-intensive.) Prerequisite, one course in Latin, Greek, classical studies or women's studies. (Same as Classics 341.) Maximum enrollment, 20.

343S Seminar: Women Writing Against the Grain.

A comparative investigation of U.S. women writing their own stories through the genre of autobiography in the 19th and 20th centuries. Attention to theoretical and practical questions of ideology, genre, language, audience and reception. Particular focus on women's self-representation as hegemonic transgression at the intersections of race, class, gender, sexuality, nationality and ableism. (Writing-intensive.) Prerequisite, One course in Women's Studies and some coursework in comparative literature or literary theory or consent of the instructor. (Same as Literature and Creative Writing 343.) Maximum enrollment, 12. Vivyan Adair.

[345] The Female Autograph: Women's Writing in the Hispanic World.

Cross-cultural study of women's literary texts in Spain, Latin America and the United States. Textual analysis grounded in feminist literary, social theories and critical frameworks; particular attention paid to women's agency and writing as transgressions in patriarchal symbolic order, to the consideration of a *generolecto* (women's specific literary inscription) and to theoretical and critical approaches to gender and writing. Taught in Spanish. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201 including 210 or 211 or consent of instructor. (Same as Hispanic Studies 345.)

[372] Unraveling Cleopatra.

Cleopatra was a witness to and a shaper of the history of ancient Egypt and the late Roman Republic. To posterity the historical Cleopatra is an enigma, but her image in film, literature, art and popular culture is ever present. Through authors such as Horace, Plutarch, Shakespeare and George Bernard Shaw and through cinematic treatments from the 1940s-1970s, explores how the historical figure of Cleopatra became both the signifier and embodiment of sexual and racial politics across historical periods. (Writing-intensive.) Prerequisite, one course in classical studies or Africana studies. (Same as Classics 372 and Africana Studies 372.) Maximum enrollment, 20.

[377] Latino/a Experiences in the United States.

Rigorous examination and historico-political analysis of U.S. Latina literary production and poetics with focus on short story and drama (including performance art). Examination of construction and critiques of self, gender, society and political and sexual identities. Course analysis framed by feminists literary theories and criticism, and anti-racist pedagogy. Authors will include Ana Castillo, Sandra Cisneros, Cherrie Moraga, M. H. Viramontes, Nicolasa Mohr, Migdalia Cruz, Marga Gómez. Prerequisite, two 200-level courses in literature or consent of instructor. No knowledge of Spanish required. Taught in English. (Same as Hispanic Studies 377.)

[385] Seminar on Theory and Politics of Education.

The role of the educational system in the construction and reproduction of gender, class and racial inequality. Topics include the control and governance of schools, the construction of educational goals and curricula, classroom practice and social structure, ideology and the cultural transmission of knowledge, multiculturalism versus anti-racist education, feminist pedagogy and the formation of communities of resistance in the academy. Prerequisite, one course in women's studies, education or consent of instructor. Maximum enrollment, 12.

[386F] Seminar in Theorizing Diaspora: Asian American Feminism in the Era of Globalization.

Seminar using film, scholarly essays, visual art and memoir to examine the social, political and economic issues that shape and inform the Asian American women's movement. Topics include labor migration, militarism, women's work, community and identity. Texts will compare Asian American women's experiences with other marginalized groups along lines of race, class, gender and nationality to understand how Asian American feminist organizing forges coalitions with others to collectively respond to the injustices wrought by globalizing processes. Prerequisite, one course in women's studies or consent of instructor. Maximum enrollment, 12.

[391] Feminist and Queer Literary Theory.

Contemporary feminist and queer theories have a close connection to literature; they emerged from and later transformed literary studies. We will discuss selected theoretical writing, as well as creative texts from the late nineteenth century to the late twentieth century: fiction, plays, and films. Conversations will center around questions of identity and performativity, and the intersections of gender, sexuality, race and class. Readings to be drawn from the following: Oscar Wilde, Radclyffe Hall, James Baldwin, Audre Lorde, E. M. Forster, Virginia Woolf, Tony Kushner, Cherrie Moraga. Prerequisite, At least two courses in CpLit and/or Women's Studies. (Theory or Identity and Difference) (Same as Literature and Creative Writing 391.)

401S Seminar: Theories of Sexuality.

Analysis of contemporary theories of sexual development, identity and practice through a feminist/critical theory lens. Topics include theories of gender and sexuality, constructions and practices of masculinity and femininity, historical, geographical and cultural constructions of heterosexuality and homosexuality, lesbian/gay/bi/trans sexuality and gender identity, sexual objectification and commodification, reproduction, sexual politics, sexual/social violence and resistance and sexuality as mitigated by codes of race, class, gender and age. Prerequisite, two courses in women's studies or consent of instructor. Maximum enrollment, 12. Adair.

[402F] Seminar on Global Feminisms.

Comprehensive examination of global feminism, focusing on the rise of women's movements for economic and social justice. Attention to the role of socio-cultural constructions of femininity and masculinity; issues of violence against women and children; poverty; economic, sexual and civil rights; immigration and citizenship; global migration; and the construction of identity by dismantling national and transnational relations of exploitative power regimes. Prerequisite, one course in women's studies or consent of instructor. Maximum enrollment, 12.

405F Seminar: Black Feminist Thought.

Interdisciplinary examination of the tradition of black feminist thought as it spans African and African-American heritages. Exploration of how black women are not simply victims of oppression but visionary agents of change. Areas examined include history, literature, music, art, education, sociology and film. Prerequisite, one course in women's studies or consent of instructor. (Same as Africana Studies 405.) Maximum enrollment, 12. Haley.

412S Seminar: Feminist Epistemologies and Decolonizing Knowledges.

How do we know what we know? What is "real" and "true"? How are feminist epistemologies distinct from other taken-for-granted ways of knowing? How has "knowledge" and knowledge-production been central to colonial and imperial projects of the 19th and 20th centuries and what are their present-day influences? What would it take and what would it mean to "decolonize" knowledge? These and other important questions will guide the critical exploration from feminist perspectives. Prerequisite, 101 and another course in Women's Studies or consent of the instructor. Maximum enrollment, 12. Margo Okazawa-Rey.

550F,S Senior Program.

A project or thesis on a topic in women's studies. Limited to senior concentrators and interdisciplinary concentrators with a focus on women's studies. The Department.

Writing

Faculty

Maurice Isserman, History
Margaret Thickstun, English

Special Appointment
Sharon Williams

Writing is a central focus of the academic mission of Hamilton. All students must complete the Writing Program by passing at least three writing-intensive courses, each taken in a different semester. For detailed information on the writing requirement, see "Standards for Written Work" under "Academic Regulations." A complete list of writing-intensive courses is published each semester in the pre-registration materials from the Office of the Registrar.

Note that there is no concentration in Writing.

The following courses offer intensive focus on the development of writing skills.

110F Writing about the Environment.

Students will develop their ability to analyze and compose written argument about current environmental issues, including climate change, alternative energy sources and resource conservation. Readings are drawn from current and classic writing about the environment; writing assignments include essays, persuasive letters and a short research paper. (Writing-intensive.) (Proseminar.) Open to first-year students only. Students may take only one 100-level course in Writing. Maximum enrollment, 16. S Williams.

[Fall 2008 02](#) (Isserman M)

[Fall 2008 03](#) (Orvis S)

111F Adventure Writing.

Students will learn the basics of good writing through writing about their own outdoor experiences and writing about the history of exploration and mountaineering. Readings will range from the 1804-06 journals of the Lewis and Clark expedition to books about contemporary Himalayan mountaineering. Students are required to take two class trips to the Adirondacks on Saturdays during the semester: a one-day canoe trip in September, and a one day climbing trip in October. (Writing-intensive.) (Proseminar.) (Writing-intensive.) (Proseminar.) Open to first-year students only. Students may take only one 100-level course in Writing. Maximum enrollment, 16. Isserman.

[112F] Writing Arguments.

Students will develop their ability to analyze and conduct arguments by reading arguments about such diverse topics as what makes good writing, what creates excellent Olympic swimmers, and what scientific research can tell us about what it means to be human. Readings are drawn from a variety of disciplines and from magazines, such as "The New Yorker" and "Natural History," as well as from classic texts such as Plato's "Apology" and King's "Letter from a Birmingham Jail." (Writing-intensive.) (Proseminar.) Open to first-year students only. Students may take only one 100-level course in Writing. Maximum enrollment, 16.

114F Writing about Diversity in America.

The US has a long and tumultuous history of dealing with diversity in all its forms. This course will examine contemporary issues that arise in this ongoing struggle. We will examine and write about diversity in a wide variety of forms such as: race, class, ability, sexual orientation, and religion. The course goals include not only learning about diversity but also helping each student find his/her voice on these issues, learning how to discuss them in a respectful, honest and productive manner. (Writing-intensive.) (Proseminar.) Maximum enrollment, 16. Orvis.