

Bowdoin College

Bowdoin Digital Commons

Bowdoin College Catalogues

1-1-2011

Bowdoin College Catalogue (2010-2011)

Bowdoin College

Follow this and additional works at: <https://digitalcommons.bowdoin.edu/course-catalogues>

Recommended Citation

Bowdoin College, "Bowdoin College Catalogue (2010-2011)" (2011). *Bowdoin College Catalogues*. 292.
<https://digitalcommons.bowdoin.edu/course-catalogues/292>

This Book is brought to you for free and open access by Bowdoin Digital Commons. It has been accepted for inclusion in Bowdoin College Catalogues by an authorized administrator of Bowdoin Digital Commons. For more information, please contact mdoyle@bowdoin.edu.

Bowdoin

2010-2011 CATALOGUE

August 2010

Brunswick, Maine

bowdoin.edu/catalogue



Bowdoin

2010–2011 CATALOGUE



August 2010

Brunswick, Maine

bowdoin.edu/catalogue

Bowdoin College complies with applicable provisions of federal and state laws that prohibit discrimination in employment, admission, or access to its educational or extracurricular programs, activities, or facilities based on race, color, ethnicity, national origin, religion, sex, sexual orientation, gender identity and/or expression, age, marital status, place of birth, veteran status, or against qualified individuals with disabilities on the basis of disability.

The information in this publication was accurate at the time of publication. However, Bowdoin College reserves the right to make changes at any time without prior notice to any of the information, including but not limited to course offerings, degree requirements, regulations, policies, procedures, and charges. The College provides the information herein solely for the convenience of the reader, and to the extent permissible by law, expressly disclaims any liability that may otherwise be incurred.

In compliance with the Campus Security Act of 1990, Bowdoin College maintains and provides information about campus safety policies and procedures and crime statistics. A copy of the report is available upon request.

Bowdoin College and the other members of the New England Small College Athletic Conference take strong stands against abusive drinking and its negative side effects. The vast majority of students at these colleges who choose to drink alcohol do so responsibly. Those who abuse alcohol receive a combination of discipline and education. Additionally, all of the member schools expressly prohibit hazing.

CONTENTS

General Information	5
College Calendar	6
The Offer of the College	15
Admission to the College	16
Financial Aid	17
Expenses	18
A Liberal Education at Bowdoin College	21
The Curriculum	22
Academic Standards and Regulations	27
Special Academic Programs	41
Off-Campus Study	43
Courses of Instruction	44
Explanation of Symbols Used	44
Africana Studies	45
Art	54
Asian Studies	62
Biochemistry	73
Biology	74
Chemistry	83
Classics	88
Computer Science	96
Earth and Oceanographic Science	100
Economics	106
Education	115
English	119
Environmental Studies	131
Film Studies	144
First-Year Seminars	147
Gay and Lesbian Studies	158
Gender and Women's Studies	162
German	171
Government and Legal Studies	176
History	186

Interdisciplinary Majors	204
Interdisciplinary Studies	208
Latin American Studies	209
Mathematics	216
Music	222
Neuroscience	229
Philosophy	231
Physics and Astronomy	235
Psychology	240
Religion	246
Romance Languages	252
Russian	261
Sociology and Anthropology	265
Theater and Dance	275
Educational Resources and Facilities	286
Arts Facilities	286
Center for Learning and Teaching	286
Field Stations	288
Information Technology	289
Bowdoin College Library	290
Joseph McKeen Center for the Common Good	293
Museums	293
Student Fellowships and Research	295
Student Affairs and the Academic Honor and Social Codes	297
Officers of Instruction	298
Instructional and Research Staff	314
Campus Map	316
Index	320

GENERAL INFORMATION

Bowdoin is an independent, nonsectarian, coeducational, residential, undergraduate, liberal arts college located in Brunswick, Maine, a town of approximately 22,000 situated close to the Maine coast, 25 miles from Portland and about 120 miles from Boston.

Terms and Vacations: The College holds two sessions each year. The dates of the semesters and the vacation periods are indicated in the College Calendar on pages 6–13.

Accreditation: Bowdoin College is accredited by the New England Association of Schools and Colleges.

Enrollment: The student body numbers about 1,750 students (49 percent male, 51 percent female; last two classes 49/51 percent and 48/52 percent); about 250 students study away one or both semesters annually; 91 percent complete the degree within five years.

Faculty: Student/faculty ratio 9:1; the equivalent of 190 full-time faculty in residence, 99 percent with Ph.D. or equivalent; 24 head athletic coaches.

Geographic Distribution of Students: New England, 41.4 percent; Middle Atlantic states, 22.7 percent; Midwest, 8.2 percent; West, 11.4 percent; Southwest, 3.2 percent; South, 7.3 percent; international, 5.7 percent. Fifty states, the District of Columbia, Puerto Rico, and thirty-eight countries are represented. Minority and international enrollment is 32 percent.

Statistics: As of June 2010, 36,429 students have matriculated at Bowdoin College, and 28,359 degrees in academic programs have been awarded. In addition, earned master's degrees have been awarded to 274 postgraduate students. Living alumni/ae include 18,296 graduates, 2,158 nongraduates, 129 honorary degree holders (43 alumni/ae, 86 non-alumni/ae), 29 recipients of the Certificate of Honor, and 235 graduates in the specific postgraduate program.

Offices and Office Hours: The Admissions Office is located in Burton-Little House. Offices of the president and dean for academic affairs are located in Hawthorne-Longfellow Hall, the west end of Hawthorne-Longfellow Library. The Treasurer's Office is located in Ham House on Bath Road. Business offices and the Human Resources Office are in the McLellan Building at 85 Union Street. The Development and Alumni Relations offices are located at 83 and 85 Federal Street and in Copeland House. The offices of the Registrar, the Dean of Student Affairs, and Bowdoin Career Planning are in the Moulton Union. The Counseling Service is at 32 College Street. The Department of Facilities Management and the Office of Safety and Security are in Rhodes Hall. See the Campus Map, pages 316–319.

In general, the administrative offices of the College are open from 8:30 a.m. to 5:00 p.m., Monday through Friday.

Telephone Switchboard: Bowdoin College uses an automated call processing system on its main number, 207-725-3000. A live operator can be reached 24 hours a day, seven days a week, by pressing "0." Further information about telephone numbers can be found on the Bowdoin College Web site: bowdoin.edu.

COLLEGE CALENDAR

Unless otherwise indicated, regular class schedules are in effect on holidays listed.

209th Academic Year (proposed calendar subject to change)

2010

August 10, Tuesday	Ramadan begins at first light
August 24-28, Tues.-Sat.	Pre-Orientation Trips
August 28, Saturday	College housing ready for occupancy for first-year students only, 9:00 a.m.
August 28-Sept. 1, Sat.-Wed.	Orientation
August 31, Tuesday	College housing ready for occupancy for upperclass students, 8:00 a.m.
September 1, Wednesday	Opening of the College—Convocation, 3:30 p.m.
September 2, Thursday	Fall semester classes begin, 8:00 a.m.
September 6, Monday	Labor Day (College holiday, many offices closed)
September 8-10, Wed.-Fri.	Rosh Hashanah, begins at sunset on Sept. 8 and concludes at sunset on Sept. 10
September 10, Friday	Ramadan ends at last light
September 17-18, Fri.- Sat.	Yom Kippur, begins at sunset on Sept. 17 and concludes at sunset on Sept. 18
Sept. 23-25, Thurs.-Sat.	Alumni Council, Alumni Fund Directors, and BASIC National Advisory Board meetings
Sept. 25, Saturday	Common Good Day
Sept. 30-Oct. 2, Thurs.-Sat.	Meetings of the Board of Trustees
October 1-3, Fri.-Sun.	Homecoming Weekend
October 8, Friday	Fall vacation begins after last class; Note: Columbus Day is Monday, Oct. 11
October 13, Wednesday	Fall vacation ends, 8:00 a.m.
October 22, Friday	Sarah and James Bowdoin Day
October 22-24, Fri.-Sun.	Parents Weekend
November 24, Wednesday	Thanksgiving vacation begins, 8:00 a.m.* (November 24-26: College holidays, many offices closed)
November 29, Monday	Thanksgiving vacation ends, 8:00 a.m.
December 10, Friday	Last day of classes
December 11-14, Sat.-Tues.	Reading period
December 15-20, Wed.-Mon.	Fall semester examinations
December 21, Tuesday	College housing closes for winter break, noon
December 24, Friday	Christmas Eve holiday (College holiday, many offices closed)
December 27, Monday	Christmas holiday observed (College holiday, many offices closed)
December 30, Thursday	New Year's Eve holiday observed (College holiday, many offices closed)
December 31, Friday	New Year's Day holiday observed (College holiday, many offices closed)

2011

January 1, Saturday	New Year's holiday (observed in 2010—see previous page)
January 17, Monday	Martin Luther King Jr. Day (College holiday, many offices closed)
January 22, Saturday	College housing available for occupancy, 8:00 a.m.
January 24, Monday	Spring semester classes begin, 8:00 a.m.
February 10-12, Thurs.-Sat.	Meetings of the Board of Trustees
February 21, Monday	Presidents' Day, classes in session (College holiday, many offices closed)
March 11, Friday	Spring vacation begins after last class
March 12, Saturday	College housing closes for spring vacation, noon
March 26, Saturday	College housing available for occupancy, 8:00 a.m.
March 28, Monday	Spring vacation ends, 8:00 a.m.
Apr. 7-9, Thurs.-Sat.	Alumni Council, Alumni Fund Directors, and BASIC National Advisory Board meetings
April 18-26, Mon.-Tues.	Passover, begins at sunset on April 18 and concludes at sunset on April 26
April 22, Friday	Good Friday
April 24, Sunday	Easter
May 11, Wednesday	Last day of classes; Honors Day
May 12-14, Thurs.-Sat.	Meetings of the Board of Trustees
May 12-15, Thurs.-Sun.	Reading period
May 16-21, Mon.-Sat.	Spring semester examinations
May 22, Sunday	College housing closes for non-graduating students, noon
May 27, Friday	Baccalaureate
May 28, Saturday	The 206th Commencement Exercises
May 28, Saturday	College housing closes for graduating students, 6:00 p.m.
May 30, Monday	Memorial Day (College holiday, many offices closed)
June 2-5, Thurs.-Sun.	Reunion Weekend
July 4, Monday	Fourth of July holiday (College holiday, many offices closed)

Notes:

Regular class schedules in effect on holidays listed unless otherwise noted. Staff, check with supervisor to determine if office is closed.

*Wednesday, November 24 classes will be rescheduled on a class-by-class basis by the course instructor.

210th Academic Year (proposed calendar subject to change)**2011**

August 1, Monday	Ramadan begins at first light
August 23-27, Tues.-Sat.	Pre-Orientation Trips
August 27, Saturday	College housing ready for occupancy for first-year students only, 9:00 a.m.
August 27-31, Sat.-Wed.	Orientation
August 30, Tuesday	Ramadan ends at last light
August 30, Tuesday	College housing ready for occupancy for upperclass students, 8:00 a.m.
August 31, Wednesday	Opening of the College—Convocation, 3:30 p.m.
September 1, Thursday	Fall semester classes begin, 8:00 a.m.
September 5, Monday	Labor Day (College holiday, many offices closed)
Sept. 15-17, Thurs.-Sat.	Alumni Council, Alumni Fund Directors, and BASIC National Advisory Board meetings
Sept. 17, Saturday	Common Good Day
Sept. 28-30, Wed.-Fri.	Rosh Hashanah, begins at sunset on Sept. 28 and concludes at sunset on Sept. 30
October 7, Friday	Fall vacation begins after last class; Note: Columbus Day is Monday, Oct. 10
October 7-8, Fri.-Sat.	Yom Kippur, begins at sunset on Oct. 7 and concludes at sunset on Oct. 8
October 12, Wednesday	Fall vacation ends, 8:00 a.m.
October 13-15, Thurs.-Sat.	Meetings of the Board of Trustees
October 14-16, Fri.-Sun.	Homecoming Weekend
October 28, Friday	Sarah and James Bowdoin Day
October 28-30, Fri.-Sun.	Parents Weekend
November 23, Wednesday	Thanksgiving vacation begins, 8:00 a.m.* (November 23-25: College holidays, many offices closed)
November 28, Monday	Thanksgiving vacation ends, 8:00 a.m.
December 9, Friday	Last day of classes
December 10-13, Sat.-Tues.	Reading period
December 14-19, Wed.-Mon.	Fall semester examinations
December 20, Tuesday	College housing closes for winter break, noon
December 23, Friday	Christmas Eve holiday observed (College holiday, many offices closed)
December 26, Monday	Christmas holiday observed (College holiday, many offices closed)
December 30, Friday	New Year's Eve holiday observed (College holiday, many offices closed)

2012

January 2, Monday	New Year's Day holiday observed (College holiday, many offices closed)
January 16, Monday	Martin Luther King Jr. Day (College holiday, many offices closed)
January 21, Saturday	College housing available for occupancy, 8:00 a.m.
January 23, Monday	Spring semester classes begin, 8:00 a.m.
February 9-11, Thurs.-Sat.	Meetings of the Board of Trustees
February 20, Monday	Presidents' Day, classes in session (College holiday, many offices closed)
March 9, Friday	Spring vacation begins after last class
March 10, Saturday	College housing closes for spring vacation, noon
March 24, Saturday	College housing available for occupancy, 8:00 a.m.
March 26, Monday	Spring vacation ends, 8:00 a.m.
March 29-31, Thurs.-Sat.	Alumni Council, Alumni Fund Directors, and BASIC National Advisory Board meetings
April 6, Friday	Good Friday
April 6-14, Fri.-Sat.	Passover, begins at sunset on April 6 and concludes at sunset on April 14
April 8, Sunday	Easter
May 9, Wednesday	Last day of classes; Honors Day
May 10-12, Thurs.-Sat.	Meetings of the Board of Trustees
May 10-13, Thurs.-Sun.	Reading period
May 14-19, Mon.-Sat.	Spring semester examinations
May 20, Sunday	College housing closes for non-graduating students, noon
May 25, Friday	Baccalaureate
May 26, Saturday	The 207th Commencement Exercises
May 26, Saturday	College housing closes for graduating students, 6:00 p.m.
May 28, Monday	Memorial Day (College holiday, many offices closed)
May 31-June 3, Thurs.-Sun.	Reunion Weekend
July 4, Wednesday	Fourth of July holiday (College holiday, many offices closed)

Notes:

Regular class schedules in effect on holidays listed unless otherwise noted. Staff, check with supervisor to determine if office is closed.

*Wednesday, November 23 classes will be rescheduled on a class-by-class basis by the course instructor.

211th Academic Year (proposed calendar subject to change)**2012**

July 20, Friday	Ramadan begins at first light
August 19, Sunday	Ramadan ends at last light
August 21-25, Tues.-Sat.	Pre-Orientation Trips
August 25, Saturday	College housing ready for occupancy for first-year students only, 9:00 a.m.
August 25-29, Sat.-Wed.	Orientation
August 28, Tuesday	College housing ready for occupancy for upperclass students, 8:00 a.m.
August 29, Wednesday	Opening of the College—Convocation, 3:30 p.m.
August 30, Thursday	Fall semester classes begin, 8:00 a.m.
September 3, Monday	Labor Day (College holiday, many offices closed)
Sept. 13-15, Thurs.-Sat.	Alumni Council, Alumni Fund Directors, and BASIC National Advisory Board meetings
September 15, Saturday	Common Good Day
September 16-18, Sun.-Tues.	Rosh Hashanah, begins at sunset on Sept. 16 and concludes at sunset on Sept. 18
September 25-26, Tues.-Wed.	Yom Kippur, begins at sunset on Sept. 25 and concludes at sunset on Sept. 26
September 28, Friday	Sarah and James Bowdoin Day
September 28-30, Fri.-Sun.	Parents Weekend
October 5, Friday	Fall vacation begins after last class; Note: Columbus Day is Monday, Oct. 8
October 10, Wednesday	Fall vacation ends, 8:00 a.m.
October 18-20, Thurs.-Sat.	Meetings of the Board of Trustees
October 19-21, Fri.-Sun.	Homecoming Weekend
November 21, Wednesday	Thanksgiving vacation begins, 8:00 a.m.* (November 21-23: College holidays, many offices closed)
November 26, Monday	Thanksgiving vacation ends, 8:00 a.m.
December 7, Friday	Last day of classes
December 8-11, Sat.-Tues.	Reading period
December 12-17, Wed.-Mon.	Fall semester examinations
December 18, Tuesday	College housing closes for winter break, noon
December 24, Monday	Christmas Eve holiday observed (College holiday, many offices closed)
December 25, Tuesday	Christmas holiday observed (College holiday, many offices closed)
December 31, Monday	New Year's Eve holiday observed (College holiday, many offices closed)

2013

January 1, Tuesday	New Year's Day holiday observed (College holiday, many offices closed)
January 19, Saturday	College housing available for occupancy, 8:00 a.m.
January 21, Monday	Martin Luther King Jr. Day (College holiday, many offices closed)
January 21, Monday	Spring semester classes begin, 8:00 a.m.
February 7-9, Thurs.-Sat.	Meetings of the Board of Trustees
February 18, Monday	Presidents' Day, classes in session (College holiday, many offices closed)
March 8, Friday	Spring vacation begins after last class
March 9, Saturday	College housing closes for spring vacation, noon
March 23, Saturday	College housing available for occupancy, 8:00 a.m.
March 25, Monday	Spring vacation ends, 8:00 a.m.
March 25-April 2, Mon.-Tues.	Passover, begins at sunset on March 25 and concludes at sunset on April 2
March 29, Friday	Good Friday
March 31, Sunday	Easter
Apr. 4-6, Thurs.-Sat.	Alumni Council, Alumni Fund Directors, and BASIC National Advisory Board meetings
May 8, Wednesday	Last day of classes; Honors Day
May 9-11, Thurs.-Sat.	Meetings of the Board of Trustees
May 9-12, Thurs.-Sun.	Reading period
May 13-18, Mon.-Sat.	Spring semester examinations
May 19, Sunday	College housing closes for non-graduating students, noon
May 24, Friday	Baccalaureate
May 25, Saturday	The 208th Commencement Exercises
May 25, Saturday	College housing closes for graduating students, 6:00 p.m.
May 27, Monday	Memorial Day (College holiday, many offices closed)
May 30-June 2, Thurs.-Sun.	Reunion Weekend
July 4, Thursday	Fourth of July holiday (College holiday, many offices closed)

Notes:

Regular class schedules in effect on holidays listed unless otherwise noted. Staff, check with supervisor to determine if office is closed.

*Wednesday, November 21 classes will be rescheduled on a class-by-class basis by the course instructor.

2010

August

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
	8	9	10	11	12	13
	15	16	17	18	19	20
	22	23	24	25	26	27
	29	30	31			

September

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
	5	6	7	8	9	10
	12	13	14	15	16	17
	19	20	21	22	23	24
	26	27	28	29	30	

October

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
	3	4	5	6	7	8
	10	11	12	13	14	15
	17	18	19	20	21	22
	24	25	26	27	28	29
	31					

November

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
	7	8	9	10	11	12
	14	15	16	17	18	19
	21	22	23	24	25	26
	28	29	30			

December

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
	5	6	7	8	9	10
	12	13	14	15	16	17
	19	20	21	22	23	24
	26	27	28	29	30	31

2011

January

SUN	MON	TUE	WED	THU	FRI	SAT
						1
	2	3	4	5	6	7
	9	10	11	12	13	14
	16	17	18	19	20	21
	23	24	25	26	27	28
	30	31				

February

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
	6	7	8	9	10	11
	13	14	15	16	17	18
	20	21	22	23	24	25
	27	28				

March

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
	6	7	8	9	10	11
	13	14	15	16	17	18
	20	21	22	23	24	25
	27	28	29	30	31	

April

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
	3	4	5	6	7	8
	10	11	12	13	14	15
	17	18	19	20	21	22
	24	25	26	27	28	29
	30	31				

May

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
	8	9	10	11	12	13
	15	16	17	18	19	20
	22	23	24	25	26	27
	29	30	31			

June

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
	5	6	7	8	9	10
	12	13	14	15	16	17
	19	20	21	22	23	24
	26	27	28	29	30	

July

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
	3	4	5	6	7	8
	10	11	12	13	14	15
	17	18	19	20	21	22
	24	25	26	27	28	29
	31					

August

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
	7	8	9	10	11	12
	14	15	16	17	18	19
	21	22	23	24	25	26
	28	29	30	31		

September

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
	4	5	6	7	8	9
	11	12	13	14	15	16
	18	19	20	21	22	23
	25	26	27	28	29	30

October

SUN	MON	TUE	WED	THU	FRI	SAT
						1
	2	3	4	5	6	7
	9	10	11	12	13	14
	16	17	18	19	20	21
	23	24	25	26	27	28
	29					

November

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
	6	7	8	9	10	11
	13	14	15	16	17	18
	20	21	22	23	24	25
	27	28	29	30		

December

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
	4	5	6	7	8	9
	11	12	13	14	15	16
	18	19	20	21	22	23
	25	26	27	28	29	30
	31					

2012

January

SUN	MDN	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April

SUN	MDN	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July

SUN	MDN	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

October

SUN	MDN	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February

SUN	MDN	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

May

SUN	MDN	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August

SUN	MDN	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November

SUN	MDN	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

March

SUN	MDN	TUE	WED	THU	FRI	SAT	
					1	2	3
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	

June

SUN	MDN	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

September

SUN	MDN	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December

SUN	MDN	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

2013

January

SUN	MDN	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April

SUN	MDN	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

February

SUN	MDN	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

May

SUN	MDN	TUE	WED	THU	FRI	SAT
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

March

SUN	MDN	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June

SUN	MDN	TUE	WED	THU	FRI	SAT
					1	
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						



THE OFFER OF THE COLLEGE

To be at home in all lands and all ages;
To count Nature a familiar acquaintance,
And Art an intimate friend;
To gain a standard for the appreciation of others' work
And the criticism of your own;
To carry the keys of the world's library in your pocket,
And feel its resources behind you in whatever task you undertake;
To make hosts of friends...
Who are to be leaders in all walks of life;
To lose yourself in generous enthusiasms
And cooperate with others for common ends—
This is the offer of the college for the best four years of your life.

Adapted from the original "Offer of the College," published in 1906 as the foreword to *The College Man and the College Woman* by William DeWitt Hyde, seventh president of Bowdoin College (1885–1917).

ADMISSION TO THE COLLEGE

Each year the Admissions Committee at Bowdoin College evaluates applications for admission through its three application programs: Early Decision I, Early Decision II, and Regular Decision. The College strives to attract a diverse, multitalented, intellectually adventurous student body. In selecting the first-year class, the Committee pays close attention to a variety of factors; these include a student's academic achievements, extracurricular involvements, and potential to contribute to the Bowdoin community.

Bowdoin requires all applicants to submit the Common Application and the Bowdoin supplement. The Common Application is available online and provides students a uniform framework to present their credentials.

While no single factor determines a candidate's eligibility for admission, Bowdoin College is, first and foremost, an academic institution. Therefore, an applicant's high school performance and the level of challenge represented by the coursework are of particular concern to the members of the Admissions Committee. Each applicant must make arrangements with the appropriate high school administrator to submit all official high school transcripts. The Admissions Committee strives to understand each student's performance in the proper context and therefore requires high school administrators to submit a Secondary School Report (SSR) and a High School Profile. Doing so enables the Committee to properly interpret the information presented on the transcript(s). Ideally, the profile illuminates individual high school policies regarding issues such as weighting of grades, rank in class, Honors/AP/IB course offerings, etc. Comments from school officials on the SSR as well as letters of recommendation from two teachers who have taught the student in an academic core subject (core subjects include English, math, lab sciences, social sciences, and foreign languages) can also help the Admissions Office better understand a prospective student's preparation for Bowdoin. Since 1969, the College has made the submission of standardized testing an optional part of the application. Prospective students may decide whether or not their individual test results will enhance their academic profile and application.

Because of the residential nature of the College, the strong emphasis on community values, and a core belief in collaboration and the open exchange of ideas both in and beyond the classroom, the Admissions Committee does not limit its assessment to a student's transcript and testing. Students have the opportunity, through the personal statement and the supplement, to reveal the quality and depth of their thinking, their ability to communicate ideas in writing, and how they approach learning and the opportunity to interact with others. Students also detail the activities that have captured their interest, areas of accomplishment and recognition, and how they have focused their energies outside the classroom. When possible, applicants are encouraged to visit the campus for an interview or to meet with an alumni representative.

All Early Decision and Regular Decision admissions decisions for U.S. citizens and permanent residents are made under a "need blind" policy. Under this policy, an applicant's financial resources are not a factor in determining whether or not the student will be admitted. While Bowdoin is committed to enrolling students from overseas, the College does observe a strict budget when supporting non-residents. Therefore, admission for non-U.S. citizens may take a family's financial resources into consideration. To be eligible for financial assistance, international students must apply for aid when submitting their application for admission. All students who anticipate needing financial aid are required to complete an aid application. See Financial Aid at Bowdoin, page 17, for more details.

FINANCIAL AID

At Bowdoin, more than 40 percent of enrolled students receive some amount of grant assistance to help pay for college costs. Grant assistance is money that reduces (or marks down) billed charges on a dollar-for-dollar basis and does not need to be repaid. With the exception of transfer and international students, admission to Bowdoin is “need blind”—that is, students are admitted without regard to their economic need.

Eligibility for Bowdoin grant assistance is “need based,” determined through analysis of income, asset, and tax information submitted on the CSS Profile, federal FAFSA, and federal income tax returns. Bowdoin does not offer merit based scholarships or grants of any kind.

Eligibility for Bowdoin grant assistance is based on a proprietary need analysis system developed over many years and modeled after the College Board’s institutional methodology (IM). Eligibility for state and federal assistance is based on the federal methodology (FM). As such, awards may vary from college to college, depending on the need analysis methodology employed.

Grant awards are based on a family’s financial capacity to contribute to college costs, as determined by the College. Willingness to contribute does not influence financial aid decisions. Financial aid is intended to supplement family resources to enable students from all economic backgrounds to attend Bowdoin.

Bowdoin meets 100 percent of calculated need with grant money from federal, state, and institutional sources. If parents need help paying remaining billed charges, students may elect to borrow up to \$5,500 in low interest, federal Stafford loan money.

Most Bowdoin students work during the summer and more than 750 students work on campus to pay for books, supplies, personal expenses, and travel.

In most cases, receipt of private merit scholarships from local sources does not affect Bowdoin grant awards.

Award decisions are determined annually. Awards can increase from year to year because of tuition increases or reduction in income, for example. Awards can also decrease because of higher family income or fewer children attending undergraduate college.

Bowdoin’s need analysis practices are based on principles of fairness and equal treatment. Families with similar financial circumstances receive similar levels of grant support.

EXPENSES

COLLEGE CHARGES

Fees for the 2010–2011 academic year are listed below. Travel, books, and personal expenses are not included; the student must budget for such items on his/her own. For planning purposes, students and parents should anticipate that tuition and other charges will increase each year to reflect program changes and other cost increases experienced by the College.

	By Semester	Full Year
Tuition*	\$20,575.00	\$41,150.00
Housing	2,647.50	5,295.00
Board (19-meal plan)	3,010.00	6,020.00
Student Activities Fee*	207.50	415.00
Class Dues*:		
Seniors	30.00	60.00
Other classes	15.00	30.00
Technology Fee**	50.00	100.00

Health Insurance (*See Health Care section, page 19.*)

* Required fees for all students.

** Applicable only to students in College housing.

Off-Campus Study Fee

The College assesses a fee for participation in off-campus study programs for which Bowdoin degree credit is desired. The fee for 2010–2011 is \$1,000 per program. The fee is waived for students attending the ISLE Program in Sri Lanka.

Registration and Enrollment

All continuing students are required to register for courses during registration week of the prior semester in accordance with the schedules posted at the College. Any student who initially registers after the first week of classes must pay a \$20 late fee. All students are further required to submit an Enrollment Form by the end of the first week of classes. While registration places students in courses, the Enrollment Form serves to notify the College that the student is on campus and attending classes. A fee of \$20 is assessed for late submission of the Enrollment Form.

Refunds

Students leaving the College during the course of a semester are refunded tuition and fees based on the following schedule:

During the first two weeks.....	80%
During the third week.....	60%
During the fourth week.....	40%
During the fifth week.....	20%
Over five weeks.....	No refund

After adjustments for fixed commitments and applicable overhead expense, refunds for room and board are prorated on a daily basis in accordance with the student's attendance based on the College's calendar. Students who are dismissed from the College within the first five weeks for other than academic or medical reasons are not entitled to refunds. Financial aid awards will be credited in proportion to educational expenses, as stipulated in a student's award letter, but in no case will they exceed total charges to be collected. Title IV funds will be refunded in accordance with federal regulations. Refunds will be made within thirty days of the student's departure.

Financial Aid

There are opportunities at Bowdoin to receive financial aid in meeting the charge for tuition. Detailed information about scholarships and other financial aid may be found on page 17.

Room and Board

First-year students and sophomores are guaranteed housing and are required to live on campus. Entering first-year students may indicate their residence needs on a preference card issued by the Residential Life Office during the summer preceding their arrival at Bowdoin. The director of Residential Life coordinates housing accommodations for the remaining classes through a lottery system.

Residence hall suites consist of a study and bedroom, provided with essential furniture. Students should furnish blankets and pillows; linen and laundry services are available at moderate cost. College property is not to be removed from the building or from the room in which it belongs; occupants are held responsible for any damage to their rooms or furnishings.

Board charges are the same regardless of whether a student eats at the Moulton Union or Thorne Hall. Students who live in Bowdoin facilities, except apartments and a few other student residences, are required to take a 19-meal, 14-meal, or 10-meal residential board plan. First-year students are required to take the 19-meal plan for their entire first year on campus. Students living in College apartments or off campus may purchase a 9-meal or declining balance board plan or one of the residential plans, if they choose.

Other College Charges

All damage to the buildings or other property of the College by persons unknown may be assessed equally on all residents of the building in which the damage occurred. The Student Activities Fee is set by the student government, and its expenditure is allocated by the Student Activities Fee Committee.

Health Care

The facilities of The Peter Buck Center for Health and Fitness and the Counseling Service are available to all students. All students must maintain health insurance coverage while enrolled at Bowdoin. The College offers its own policy for those students who do not carry comparable insurance. The College's policy provides year-round coverage, whether a student is enrolled at Bowdoin or in an approved off-campus study program. The basic, full-year accident and sickness insurance plan costs \$1,104. The cost for the extended plan is \$1,521.

A pamphlet specifying the coverage provided by the student health policy is available from the health center and will be mailed in the summer preceding the policy year. Any costs not covered by the insurance will be charged to the student's account.

Motor Vehicles

All motor vehicles, including motorcycles and motor scooters, used on campus or owned and/or operated by residents of any College-owned residence must be registered with the Office of Safety and Security. The registration decals cost \$40 and are valid for the academic year in which they are purchased. Vehicles must be reregistered each academic year. Students wishing to register a vehicle for a period of time less than one semester must make special arrangements with the Office of Safety and Security. All students maintaining motor vehicles at the College are required to carry adequate liability insurance. The College assumes no responsibility for the security of or damage to vehicles parked on campus. Parking on campus is limited and students will be assigned parking space based on availability. Comprehensive information regarding motor vehicles and campus parking is available at bowdoin.edu/security/parkingandpermits/index.shtml and in the *Bowdoin College Student Handbook* online.

PAYMENT OF COLLEGE BILLS

By registering for courses, a student incurs a legal obligation to pay tuition and fees. This debt may be canceled only if a student officially withdraws from the College before the start of classes. Students' accounts must be current for semester enrollment and course registration to occur. After the first week of classes, students who have not enrolled for any reason are dropped from courses. A student's access to his/her residence hall, meal plan, and the library is deactivated at that time. The student is placed on an involuntary leave of absence for the semester (see Academic Standards and Regulations, pages 27–40). Degrees, diplomas, and transcripts are not available to students with overdue accounts.

Bills for tuition, board, room rent, and fees for the fall and spring semesters are generated and posted online in July and December, respectively. Bills are delivered electronically to students who are either enrolled or who are participating in off-campus study programs. E-mail notifications are directed to the student's Bowdoin e-mail account. Payment for each semester is due 30 days from the billing date.

Payment may be made by the semester due date, by installment payment plan over the course of the semester, or by combining the two options. Bowdoin does not have its own in-house payment plan. Students may choose from two outside installment payment plan agencies offered: SallieMae's TuitionPay and Tuition Management Systems (TMS). Credit cards are not accepted by Bowdoin College in payment of college charges.

A LIBERAL EDUCATION AT BOWDOIN COLLEGE

William DeWitt Hyde's "The Offer of the College" (page 15) spelled out a vision of the aspirations of a liberal education appropriate to the early twentieth century. Many elements of it still have currency one hundred years later. At the beginning of the twenty-first century, a vastly changed College in a dramatically altered world provides a related but expanded offer—of intellectual challenge and personal growth in the context of an active and engaged learning community closely linked to the social and natural worlds.

A liberal education cultivates the mind and the imagination; encourages seeking after truth, meaning, and beauty; awakens an appreciation of past traditions and present challenges; fosters joy in learning and sharing that learning with others; supports taking the intellectual risks required to explore the unknown, test new ideas, and enter into constructive debate; and builds the foundation for making principled judgments. It hones the capacity for critical and open intellectual inquiry—the interest in asking questions, challenging assumptions, seeking answers, and reaching conclusions supported by logic and evidence. A liberal education rests fundamentally on the free exchange of ideas—on conversation and questioning—that thrives in classrooms, lecture halls, laboratories, studios, dining halls, playing fields, and residence halls. Ultimately, a liberal education promotes independent thinking, individual action, and social responsibility.

Since its opening in 1802, Bowdoin has understood the obligation to direct liberal education toward the common good. In the twenty-first century, that obligation is stronger than ever. The challenge of defining a "common good" and acting on it is highlighted, however, in an interconnected world of widely varied cultures, interests, resources, and power. To prepare students for this complexity, a liberal education must teach about differences across cultures and within societies. At the same time, it should help students understand and respect the values and implications of a shared natural world and human heritage. By doing so, a liberal education will challenge students to appreciate and contend with diversity and the conflicts inherent in differing experiences, perspectives, and values at the same time that they find ways to contribute to the common project of living together in the world.

Although a liberal education is not narrowly vocational, it provides the broadest grounding for finding a vocation by preparing students to be engaged, adaptable, independent, and capable citizens.

A student in a residential liberal arts college is removed from many of the immediate responsibilities of daily adult life, making the four years of education extraordinarily privileged ones. Such an education, however, must engage that world—both contemporary and historical, both local and global. This engagement comes through individual and group research, service learning, volunteer activities, summer internships, off-campus study, and more.

The success of a Bowdoin education is evident in the capacity of graduates to be informed and critically analytic readers of texts, evidence, and conclusions; to be able to construct a logical argument; to communicate in writing and speaking with clarity and self-confidence; to understand the nature of artistic creation and the character of critical aesthetic judgment; to have the capacity to use quantitative and graphical presentations of information critically and confidently; and to access, evaluate, and make effective use of information resources in varied forms and media. These fundamental capacities serve as crucial supports for a commitment to active intellectual inquiry—to taking independent and multifaceted approaches to solving complex problems; knowing how to ask important and fruitful questions and to pursue answers critically and effectively; sharing in the excitement of discovery and creativity; and being passionately committed to a subject of study. Graduates should thus have the ability to engage competing views critically, to make principled judgments that inform their practice, and to work effectively with others as informed citizens committed to constructing a just and sustainable world.

THE CURRICULUM

Bowdoin students must design an education in the context of their own developing goals and aspirations and in relation to the College's vision of a liberal education, its distribution requirements, and the requirements of a major field of study. The distribution requirements encourage exploration and broaden students' capacities to view and interpret the world from a variety of perspectives; the major program challenges students to develop a deeper understanding and self-assurance as independent and creative contributors to an area of study. Throughout their four years, students build intellectual capabilities, self-confidence as independent thinkers and problem-solvers, and come to know the pleasures of discovering and developing proficiencies in new areas of knowledge. A liberal education founded in both breadth and depth teaches students how to continue learning as the world changes and demands new perspectives, knowledge, and skills.

The College's curriculum introduces students to academic disciplines that bring conceptual and methodological traditions to bear in teaching disciplined inquiry, analysis, argument, and understanding. Students choose a major, using the departmental or interdisciplinary approaches available at Bowdoin, as a way to engage a discipline in depth. Furthermore, they must distribute their courses across the curriculum in order to broaden awareness of the varying ways that academic fields make sense of the world.

Bowdoin offers a course of study leading to the degree of Bachelor of Arts. The College requires students to seek breadth in their education through a modest set of distribution and division requirements that stimulate students to explore the curriculum more widely on their own. To graduate, a student must also complete an approved major.

Designing an education is an education in itself. The most fulfilling liberal arts education cannot be fully planned before the first day of class because such mapping would not permit the many new paths for exploration that students discover as they learn about unfamiliar fields, find exciting questions and ideas, and uncover unanticipated interests and talents. Nor can a challenging education emerge if a student selects courses one by one each semester; a liberal education is much more than the sum of thirty-two credits. Bowdoin College permits a wide set of choices to enable students to broaden their views of the world and of their own talents and interests, and to deepen their knowledge and capacities. Designing an education thus requires self-examination, careful thought, substantial flexibility, some intellectual daring, and the wise counsel of academic advisors.

A vital part of the educational experience takes place in the interaction between students and their academic advisors. Each student is assigned a pre-major academic advisor at the start of the first year. The pre-major academic advising system is intended to help students take full advantage of the first two years of Bowdoin and begin to plan the remaining years. It provides a framework within which a student can work with a faculty member to make informed academic decisions. Such a partnership is particularly important during the period of transition and adjustment that typically takes place during the first year in college. Academic advisors may make recommendations about courses, combinations of courses, or direct students towards other resources of the College. They may also play a role at moments of academic difficulty. The effectiveness of the system depends on the commitment of the student and the advisor. Students must declare their majors by early in the fourth semester of their college enrollment and afterwards are advised by members of their major departments.

ACADEMIC REQUIREMENTS FOR THE DEGREE

To qualify for the bachelor of arts degree, a student must have:

Successfully passed thirty-two full-credit courses (or the equivalent);

Spent four semesters (successfully passed sixteen credits) in residence, at least two semesters of which have been during the junior and senior years;

By the end of the second semester in college, completed a first-year seminar;

Completed at least one full-credit course (or the equivalent) in each of the following five distribution areas—mathematical, computational, or statistical reasoning; inquiry in the natural sciences; exploring social differences; international perspectives; and visual and performing arts; these should normally be completed by the end of the fourth semester in college;

Completed at least one full-credit course (or the equivalent) in each of the following three divisions of the curriculum—natural science and mathematics, social and behavioral sciences, and humanities (in addition to the required course in the visual and performing arts); and

Completed an approved major.

No student will ordinarily be permitted to remain at Bowdoin for more than nine semesters of full-time work.

DISTRIBUTION REQUIREMENTS

Students must take at least one full-credit course (or the equivalent) in each of the following five distribution areas:

Mathematical, Computational, or Statistical Reasoning. These courses enable students to use mathematics and quantitative models and techniques to understand the world around them either by learning the general tools of mathematics and statistics or by applying them in a subject area. (Designated by **MCSR** following a course number in the course descriptions.)

Inquiry in the Natural Sciences. These courses help students expand their scientific literacy through an acquaintance with the natural sciences and with the types of inquiry in those disciplines, developed by engagement in active and rigorous study of scientific problems. (Designated by **INS** following a course number in the course descriptions.)

Exploring Social Differences. These courses develop awareness, understanding, and skills of analysis for examining differences such as those in class, environmental resources, ethnicity, gender, race, religion, and sexual orientation across and within societies and the ways that these are reflected in and shaped by historical, cultural, social, political, and economic processes. (Designated by **ESD** following a course number in the course descriptions.)

International Perspectives. These courses assist students in gaining a critical understanding of the world outside the United States, both contemporary and historical. (Designated by **IP** following a course number in the course descriptions.)

Visual and Performing Arts. These courses help students expand their understanding of artistic expression and judgment through creation, performance, and analysis of artistic work in the areas of dance, film, music, theater, and visual art. (Designated by **VPA** following a course number in the course descriptions.)

First-year seminars, independent study courses, and honors projects do not fulfill any of the five Distribution Requirements. Further, these requirements may not be met by Advanced Placement or International Baccalaureate credits, and may only be satisfied with courses taken

at Bowdoin. These requirements should be completed by the end of the student's fourth semester in college. A course will be counted as meeting a Distribution Requirement if a student earns a grade of D or better; courses will not be counted if they are elected to be taken on a nongraded (Credit/D/Fail) basis, though courses will count if they are required to be taken on a nongraded basis. Students may not count the same course toward more than one Distribution Requirement.

Also note that the requirement of completing a first-year seminar will not be met if the seminar is taken on a nongraded (Credit/D/Fail) basis.

DIVISION REQUIREMENTS

Students must take at least one full-credit course (or the equivalent) from each of the following three divisions of the curriculum.

Natural Science and Mathematics: Designated by the letter **a** following a course number in the course descriptions.

Social and Behavioral Sciences: Designated by the letter **b** following a course number in the course descriptions.

Humanities: Designated by the letter **c** following a course number in the course descriptions.

Like the Distribution Requirements, Division Requirements may not be met by Advanced Placement or International Baccalaureate credits, and may only be satisfied with courses taken at Bowdoin. A course will be counted as meeting a Division Requirement if a student earns a grade of D or better; courses will not be counted if they are elected to be taken on a nongraded (Credit/D/Fail) basis, though courses will count if they are required to be taken on a nongraded basis. With one exception, students may count the same course to meet a division and a distribution requirement. The exception is a course that is designated to meet the humanities division requirement and the visual and performing arts distribution requirement; students may not count such a course to meet both requirements.

THE MAJOR PROGRAMS

Students may choose one of six basic patterns to satisfy the major requirement at Bowdoin: a departmental major, two departmental majors (a double major), a coordinate major, an interdisciplinary major, a student-designed major, or any of the preceding with a departmental minor. The requirements for completing specific majors and minors are presented in detail in the section describing the courses offered by each department, beginning on page 44. Interdisciplinary majors are described beginning on page 204.

Students should have ample time to be exposed to a broad range of courses and experiences before focusing their educational interests and so do not declare their majors until the fourth semester of their college enrollment. Students are required to declare their majors before registering for courses for the junior year or applying to participate in off-campus study programs. Students declare their majors only after consultation with a major academic advisor(s). Since some departments have courses that must be passed or criteria that must be met before a student will be accepted as a major, students are encouraged to think well in advance about possible majors and to speak with faculty about their educational interests. Students may change their majors after consultation with the relevant departments, but they may not declare a new major after the first semester of the senior year. Special procedures exist for interdisciplinary and student-designed majors. These are described below.

Departmental and Program Majors

Departmental and program majors are offered in the following areas:

Africana Studies	German
Anthropology	Government and Legal Studies
Art History	History
Asian Studies	Latin American Studies
Biochemistry	Mathematics
Biology	Music
Chemistry	Neuroscience
Classical Archaeology	Philosophy
Classical Studies	Physics
Classics	Psychology
Computer Science	Religion
Earth and Oceanographic Science	Romance Languages
Economics	Russian
English	Sociology
French	Spanish
Gender and Women's Studies	Visual Arts

A student may choose to satisfy the requirements of one department or program (single major) or to satisfy all of the requirements set by two departments or programs (double major). A student who chooses a double major may drop one major at any time.

Coordinate Major

The coordinate major encourages specialization in an area of learning within the framework of a recognized academic discipline. The coordinate major is offered only in relation to the Environmental Studies Program. For a specific description of this major, see pages 131–44.

Interdisciplinary Major

Interdisciplinary majors are designed to tie together the offerings and major requirements of two separate departments by focusing on a theme that integrates the two areas. Such majors usually fulfill most or all of the requirements of two separate departments and usually entail a special project to achieve a synthesis of the disciplines involved.

Anticipating that many students will be interested in certain patterns of interdisciplinary studies, several departments have specified standard requirements for interdisciplinary majors. These are:

- Art History and Archaeology
- Art History and Visual Arts
- Chemical Physics
- Computer Science and Mathematics
- Earth and Oceanographic Science and Physics
- English and Theater
- Eurasian and East European Studies
- Mathematics and Economics

For complete descriptions of these interdisciplinary majors, see pages 204–08.

A student may take the initiative to develop an interdisciplinary major not specified in the Catalogue by consulting with the chairs of the two major departments. Students who do so must have their program approved by the Curriculum Implementation Committee. Students

must submit their proposals to the Curriculum Implementation Committee by December 1 of their sophomore year. A student may not select an interdisciplinary major after the junior year.

Student-Designed Major

Some students may wish to pursue a major program that does not fit the pattern of a departmental major, a coordinate major, or an interdisciplinary major. In such cases, a student may work with two faculty members to develop a major program that demonstrates significant strength in at least two departments. Such strength is to be shown in both the number and pattern of courses involved. A synthesizing project is required. Guidelines for the development of student-designed majors are available from the Office of the Registrar. Student-designed majors require the approval of the Curriculum Implementation Committee. Students must submit their proposals to the Curriculum Implementation Committee by December 1 of their sophomore year.

The Minor

Most departments and programs offer one or more minor programs consisting of no fewer than four courses and no more than seven courses, including all prerequisites. A minor program must be planned with and approved by both the student's major and minor departments no later than the end of the first semester of the senior year. A minor may be dropped at any time.

The following departments and programs offer a minor:

Africana Studies	Gay and Lesbian Studies*
Anthropology	Gender and Women's Studies
Art (Art History or Visual Arts)	German
Asian Studies	Government and Legal Studies
Biology	History
Chemistry	Latin American Studies
Classics (Greek, Latin, Classics, Archaeology, or Classical Studies)	Mathematics
Computer Science	Music
Dance*	Philosophy
Earth and Oceanographic Science	Physics
Economics (Economics or Economics and Finance)	Psychology
Education* (Education Studies or Teaching)	Religion
English	Romance Languages (French, Italian, or Spanish)
Environmental Studies	Russian
Film Studies*	Sociology
	Theater*

* *These departments and programs offer only a minor.*

ACADEMIC STANDARDS AND REGULATIONS

INFORMATION ABOUT COURSES

Course Credit

Bowdoin courses typically meet for three hours a week, with the anticipation that additional time may be spent in lab, discussion group, film viewings, or preparatory work. Most courses earn one credit each. Music and dance performance courses generally earn one-half credit each. The one exception is Advanced Individual Performance Studies in music, which earn one credit each.

Course Load

All students at Bowdoin are full-time students and, in order to make normal progress toward the degree, are expected to enroll in no fewer than four credits each semester. Students may not take more than four credits while on academic probation without approval from the Recording Committee. Seniors may be required to take one course per semester in their major department, at the department's discretion.

No extra tuition charge is levied upon students who register for more than four credits, and, by the same token, no reduction in tuition is granted to students who choose to register for fewer than four credits during any of their eight semesters at Bowdoin. A student may be granted a tuition reduction for taking fewer than three credits *only* if a ninth semester is required to complete the degree *and* he or she has previously been a full-time Bowdoin student for eight semesters. All such appeals should be made in writing to the Dean of Student Affairs and the Senior Vice President for Finance and Administration & Treasurer.

Attendance and Examinations

Students are expected to attend the first meeting of any course in which they are enrolled. Students who do not attend the first meeting may be dropped from the course at the discretion of the instructor, but only if the demand for the course exceeds the enrollment limit. Otherwise, Bowdoin has no class attendance requirements, but individual instructors may establish specific attendance expectations. At the beginning of each semester, instructors will make clear to students the attendance regulations of each course. If expectations are unclear, students should seek clarification from their instructors.

Attendance at examinations is mandatory. An absence from any examination, be it an hour examination or a final examination, may result in a grade of F. In the event of illness or other unavoidable cause of absence from examinations, instructors may require documentation of excuses from the Office of the Dean of Student Affairs after consultation with the Health Center or the Counseling Service. Students bear ultimate responsibility for arranging make-up or substitute coursework. In unusual cases (family and personal emergencies, illness, etc.), examinations may be rescheduled by agreement of the course instructor and a dean.

Final examinations of the College are held at the close of each semester and must be given according to the schedule published each semester by the Office of the Registrar. No examinations may be given nor extra classes scheduled during Reading Period. All testing activity is prohibited during Reading Period including, but not limited to, take-home exams, final exams, and hour exams. All academic work, except for final examinations, final papers, final lab reports, and final projects, is due on or before the last day of classes; although instructors may set earlier deadlines, they may not set later deadlines. All final academic work,

including final examinations, final papers, final lab reports, and final projects is due at or before 5:00 p.m. on the last day of the final examination period; although instructors may set earlier deadlines, they may not set later deadlines. In all cases, students should consult their course syllabi for specific deadlines for specific courses. The deadline for submitting final, approved Honors projects for the Library is determined by the College.

Athletics and other extracurricular activities do not exempt students from the normal policies governing attendance at classes and examinations. When conflicts arise, students should immediately discuss possible alternatives with course instructors. At times, however, students may find themselves having to make serious choices about educational priorities.

A student with **three** hour examinations in one day or three **final** examinations in two days may reschedule one for a day mutually agreeable to the student and the instructor. Other changes may be made for emergencies or for educational desirability, but only with the approval of the Dean's Office.

Also, no student is required to take an examination or fulfill other scheduled course requirements on recognized major religious holidays and Martin Luther King Jr. Day. The College encourages instructors to avoid scheduling examinations on the following holidays:

2010:

Rosh Hashanah*

September 8–10

Yom Kippur*

September 17–18

2011:

Martin Luther King Jr. Day

January 17

First Day of Passover

April 18

Good Friday

April 22

Easter

April 24

* *Holidays begin at sundown on the earlier date shown.*

Course Registration and Course Changes

Registration for each semester is completed by submitting the Course Registration Card. Since most courses have maximum and minimum enrollment limits, as well as course prerequisites or enrollment priorities, students cannot be certain they will be enrolled in their top-choice courses. Consequently, the registration card should list four full-credit courses and up to two alternate courses for each. The card must be signed by the pre-major academic advisor (first-year students and sophomores) or the major department advisor(s) (juniors and seniors), and must be presented to the Office of the Registrar by 5:00 p.m. on the day specified in the registration instructions. Students receive initial notification of their courses within a few days, and Phase II Registration then gives students the opportunity to adjust their schedules. Students who are studying away are strongly encouraged to register at the same time that students are registering on campus; the Office of the Registrar Web site provides the necessary schedules and forms so that registration may be done electronically. All registration information may be found on the Web site at bowdoin.edu/registrar.

Registration for continuing students occurs at the end of the prior semester, generally about four weeks before final examinations. Registration for new students occurs during orientation. Enrollment in courses is complete only when students submit the Enrollment Form, which must be submitted by the end of the first week of classes. This form verifies that a student is on campus and attending classes. A student who does not submit the Enrollment Form may be removed from all classes and barred from using many of the services of the College, including,

but not limited to, dining services, library services, and fitness services. Enrollment Forms submitted late are subject to a \$20 fine. Any student who registers initially for courses after the first week of classes must pay a \$20 late fee.

Once classes begin, students may adjust their course schedules by submitting an Add/Drop card to the Office of the Registrar. Students have two weeks to make the necessary adjustments to their schedules. An instructor will allow a student to add a course if the following three conditions have been met: (1) the student has the necessary qualifications, including but not limited to the course prerequisites; (2) the approved maximum class size limit has not been reached; and (3) the student and instructor have agreed on how missed class material and assignments will be managed. No course may be added or dropped after the second week of classes. Students in their first semester at Bowdoin, however, have an extended drop period of six weeks; this longer period for new students recognizes the fact that new students sometimes undergo a period of adjustment to college-level work. Anyone who wants to add or drop a course after the two-week deadline must petition the Recording Committee, except for first-semester students who may drop through the sixth week with the permission of their dean and advisor. Generally petitions are only approved if the student can show extreme personal or medical reasons for the lateness of the change. Any course dropped after the deadline will appear on the transcript with a grade of W (for withdrew). Late adds will require that the student has been attending the course from the very beginning of the semester. Documentation may be required. Course changes made after the deadline will require payment of a \$20 late fee per change, unless the change is made for reasons outside the control of the student.

A student will not receive a grade for a course unless he or she has completed and submitted the forms to register for or add the course. Also, a student will receive a failing grade for a course he or she stops attending unless a drop form has been completed and submitted before the deadline. Students are expected to monitor their records in Bearings, the College's student information system; this includes monitoring the courses for which they are registered. The student bears ultimate responsibility for completing and submitting forms that provide the College with an accurate record of the student's course schedule.

Independent Study

With approval of a project director, a student may elect a course of independent study for which regular course credit will be given. A department will ordinarily approve one or two semesters of independent study. Where more than one semester's credit is sought for a project, the project will be subject to review by the department at the end of the first semester. In special cases, the Recording Committee, upon recommendation of the department, may extend credit for additional semester courses beyond two.

There are normally two kinds of independent study and each should be registered for under the appropriate course number. A directed reading course designed to allow a student to explore a subject not currently offered within the curriculum shall be numbered **291**, **292**, **293**, or **294**. An independent study that will culminate in substantial and original research; or in a fine arts, music, or creative writing project; or that is part of a departmental honors program shall be numbered **401** or higher. Independent study may not be taken on a Credit/D/Fail basis.

In independent study and honors courses that will continue beyond one semester, instructors have the option of submitting at the end of each semester, except the last, a grade of S (for Satisfactory) in place of a regular grade. Regular grades shall be submitted at the end of the final semester and shall become the grades for the individual semesters of the course.

Course Grades

Course grades are defined as follows: A, the student has mastered the material of the course and has demonstrated exceptional critical skills and originality; B, the student has demonstrated a thorough and above average understanding of the material of the course; C, the student has demonstrated a thorough and satisfactory understanding of the material of the course; D, the student has demonstrated a marginally satisfactory understanding of the basic material of the course (only a limited number of D grades may be counted toward the requirements for graduation); F, the student has not demonstrated a satisfactory understanding of the basic material of the course. Plus (+) or minus (-) modifiers may be added to B and C grades; only the minus (-) modifier may be added to the A grade.

Faculty report grades to the Office of the Registrar at the close of the semester. Each student in each course must be given a grade by the grade submission deadline as established by the Registrar. Grade reports are available to students in Bearings shortly after the grade submission deadline.

Once reported, no grade is changed (with the exception of clerical errors) without the approval of the Recording Committee. Grades cannot be changed on the basis of additional student work without prior approval of the Recording Committee. If students are dissatisfied with a grade received in a course, they should discuss the problem with the instructor. If the problem cannot be resolved in this manner, the student should consult with the chair of the department and, if necessary, with a dean, who will consult with the department as needed. The student may request a final review of the grade by the Recording Committee.

Most departments will not accept as prerequisites, or as satisfying the requirements of the major, courses for which a grade of D has been given. Questions should be referred directly to the department chair. Students who receive a grade of D or F in a course may retake the course. Both courses and both grades will appear on the transcript, but only one course credit will be given for successful completion of a given course.

Credit/D/Fail Option

A student may choose to take a limited number of courses on a Credit/D/Fail basis as opposed to a graded basis. Courses to be taken on a Credit/D/Fail basis should be so indicated on the Registration Card or Add/Drop Card. If a student chooses this option, credit is given if the student produces work at a level of C- or above, a grade of D is given if the student produces work at a D level, and a grade of F is given otherwise.

Each semester, a student may elect no more than one course of the normal four-credit course load on a Credit/D/Fail basis, although a student may elect a fifth course any semester on a Credit/D/Fail basis. No more than four of the thirty-two courses required for graduation may be taken on a Credit/D/Fail basis; courses in excess of the thirty-two required may be taken for Credit/D/Fail without limit as to number. Courses that can only be taken Credit/D/Fail (music ensemble and dance and theater performance courses) are not counted within these restrictions.

Most departments require that all courses taken to satisfy requirements of the major be graded. Courses taken to satisfy the College's requirement for a first-year seminar must be graded, and courses satisfying distribution and division requirements must also be taken on a graded basis. No course may be changed from graded to Credit/D/Fail or vice versa after the sixth week of classes.

Incompletes

The College expects students to complete all course requirements as established by instructors. In unavoidable circumstances (personal illness, family emergency, etc.) and with approval of the

dean of student affairs and the instructor, a grade of Incomplete may be recorded.

An Incomplete represents a formal agreement among the instructor, a dean, and the student for the submission of unfinished coursework under prescribed conditions. Students must initiate their request for an Incomplete on or before the final day of classes by contacting a dean. If the Incomplete Agreement Form has not been approved and received in the Office of the Registrar by the grade submission deadline and no other grade has been assigned, a grade of F will be recorded. If the Incomplete Agreement Form has been approved and signed by all necessary individuals, a date is set by which time all unfinished work must be submitted. In all cases, students are expected to finish outstanding coursework in a period of time roughly equivalent to the period of distraction from their academic commitments. In no case will this period of time extend beyond the end of the second week of classes of the following semester. The instructor should submit a final grade within two weeks of this date. If the agreed-upon work is not completed within the specified time limit, the Office of the Registrar will change the Incomplete to Fail or ask the instructor to give a grade based on work already completed. Extensions must be approved by the dean of student affairs. Any exceptions to these rules may require approval of the Recording Committee.

Comment, Failure, and Distinction Cards

Faculty should communicate the progress of students in their classes periodically through Comment Cards. The written observations alert students, academic advisors, and the deans to potential problems confronting students. They can also be used by faculty to highlight improvement or successes. Students should view comment cards as academic progress reports providing warnings or highlighting achievements. When comment cards are used for warning purposes, the student should immediately seek out his or her instructor to discuss strategies for improvement. Academic advisors and deans can also be very helpful in developing strategies for improvement and identifying existing support services and resources, but it is the student's responsibility to seek out each of these people. Not all course instructors utilize Comment Cards so students should not rely on this form of communication as their only source of feedback regarding their progress or standing in a course.

At the end of each semester, instructors issue Failure Cards to students who fail courses. These notations provide precise reasons for a student's failing grades. Students and academic advisors generally find these comments instructive as they plan future coursework. In some cases, when a student has performed exceptionally well or has accomplished something that is particularly noteworthy, an instructor may issue a Distinction Card at the end of the semester.

Transcripts

The Office of the Registrar will furnish official transcript copies upon written request. There is no charge for transcripts unless it is requested that materials be sent by an overnight delivery service.

Statement of Student Responsibility

The College Catalogue is available online to every Bowdoin student at bowdoin.edu/catalogue. Also, students have access to their academic records on Bearings, the College's student information system. In all cases, the student bears ultimate responsibility for reading and following the academic policies and regulations of the College and for notifying the Office of the Registrar of any problems in his or her records.

THE AWARD OF HONORS

General Honors

General honors (or Latin honors) are awarded with the degree on the basis of an average of all grades earned at Bowdoin, with a minimum of sixteen credits required for the computation. To compute the average, an A is assigned four points; a B, three points; a C, two points; a D, one point; and an F, zero points. Plus (+) or minus (-) modifiers add or subtract three-tenths of a point (0.3). Half-credit courses are weighted as one-half course. Credit grades are omitted from the computation, but a D or F grade received in a course taken on a Credit/D/Fail basis does count. In the case of a course taken at Bowdoin one or more times, only the first grade will be included. The resulting grade point average (GPA) is not rounded. A degree *summa cum laude* is awarded to students whose GPAs are in the top two percent (2%) of the graduating class; a degree *magna cum laude* is awarded to students whose GPAs are in the rest of the top eight percent (8%) of the graduating class; and a degree *cum laude* is awarded to students whose GPAs are in the rest of the top twenty percent (20%) of the graduating class.

Departmental Honors: The Honors Project

The degree with a level of honors in a major subject is awarded to students who have distinguished themselves in coursework in the subject and in an honors project. The award is made by the faculty upon recommendation of the department or program.

The honors project offers seniors the opportunity to engage in original work under the supervision of a faculty member in their major department or program. It allows qualified seniors to build a bridge from their coursework to advanced scholarship in their field of study through original, substantial, and sustained independent research. The honors project can be the culmination of a student's academic experience at Bowdoin and offers an unparalleled chance for intellectual and personal development.

Students who have attained a specified level of academic achievement in their field of study by their senior year are encouraged to petition their department or program to pursue an honors project carried out under the supervision of a faculty advisor. The honors project usually takes place over the course of two semesters; some departments allow single-semester honors projects. The honors project results in a written thesis and/or oral defense, artistic performance, or showing, depending on the student's field of study. Students receive a grade for each semester's work on the honors project and may be awarded a level of honors in their department or program, as distinct from general honors.

The honors project process differs across departments and programs in terms of qualification criteria, requirements for completion, the level of honors awarded, and the use of honors project credits to fulfill major course requirements. In general, each semester's work on an honors project will be considered an independent study numbered **401** or higher until the honors project is completed. Students must complete an honors project to be eligible for departmental or program honors. If students do not fulfill the requirements for completion of the honors project but carry out satisfactory work for an independent study, they will receive independent study credit for one or two semesters.

All written work in independent study accepted as fulfilling the requirements for departmental honors is to be deposited in the College Library in a form specified by the Library Committee.

Sarah and James Bowdoin Scholars (Dean's List)

The Sarah and James Bowdoin scholarships, carrying no stipend, are awarded in the fall on the basis of work completed the previous academic year. The award is given to the twenty percent of all eligible students with the highest grade point average (GPA). Eligible students are those who completed the equivalent of eight full-credit Bowdoin courses during the academic year, six credits of which were graded and seven credits of which were graded or non-elective Credit/D/Fail. In other words, among the eight required full-credit courses or the equivalent, a maximum of two credits may be taken Credit/D/Fail, but only one credit may be for a course(s) the student chose to take Credit/D/Fail. Grades for courses taken in excess of eight credits are included in the GPA. For further information on the College's method for computing GPA, consult the section on General Honors on page 32.

A book, bearing a replica of the early College bookplate serving to distinguish the James Bowdoin Collection in the library, is presented to every Sarah and James Bowdoin scholar who has earned a GPA of 4.00.

Students who receive College honors have their names sent to their hometown newspaper by the Office of Communications. Students not wishing to have their names published should notify the office directly.

DEFICIENCY IN SCHOLARSHIP

Students are expected to make normal progress toward the degree, defined as passing the equivalent of four full-credit courses each semester. Students not making normal progress may be asked to make up deficient credits in approved courses at another accredited institution of higher education. In addition, students are expected to meet the College's standards of academic performance. The Recording Committee meets twice each year to review the academic records of students who are not meeting these standards. Students are placed on probation or suspension according to the criteria below; students on probation or suspension are not considered to be in good academic standing. In cases of repeated poor performance, a student may be dismissed from the College. When a student's academic standing changes, copies of correspondences with the student that outline the student's academic standing are sent to the student's parents or guardian.

Academic Probation

Students are placed on academic probation for one semester if they:

1. Receive one F or two Ds in any semester;
2. Receive one D while on academic probation;
3. Receive during their tenure at Bowdoin a cumulative total of four Ds or some equivalent combination of Fs and Ds where one F is equivalent to two Ds.

Also, students are placed on academic probation for one semester upon returning from academic suspension. Students on academic probation will be assigned to work closely with their academic advisor and a person from the Office of the Dean of Student Affairs. Students are required to enroll in four graded full-credit courses while on academic probation. Students on academic probation normally are not eligible to study away.

Academic Suspension

Students are placed on academic suspension if they:

1. Receive two Fs, one F and two Ds, or four Ds in any semester;
2. Receive one F or two Ds while on academic probation;

3. Receive during their tenure at Bowdoin a cumulative total of six Ds or some equivalent combination of Fs and Ds where one F is equivalent to two Ds.

A student on suspension for academic deficiency normally is suspended for one year and may be asked to complete coursework at another accredited four-year institution before being readmitted. Students are expected to earn grades of C- or better in these courses. Other conditions for readmission are set by the Recording Committee and stated in writing at the time of suspension. A suspended student must submit a letter requesting readmission. The Readmission Committee meets to consider these requests twice each year, once in June and once in mid-December. A student who is readmitted is eligible for financial aid, according to demonstrated need, as long as the student adheres to the relevant financial aid deadlines. Once the student is readmitted, the Office of the Registrar will send course registration information to the student's Bowdoin e-mail address. Students are ineligible for housing until after they have been readmitted and there is no guarantee that College housing will be available at that time. While suspended, students are not permitted to visit campus without the written permission of the dean of student affairs. Generally, permission to visit campus is only granted for educational or health treatment purposes. Students are unable to participate in Bowdoin College athletic programs until they have been readmitted. Students are permitted to submit an application for Off-Campus Study (normal deadlines apply); however, they are not eligible to apply for RA, proctor, or house resident positions until readmitted.

Dismissal

Students will be subject to dismissal if they:

1. Incur a second academic suspension; or
2. Receive during their tenure at Bowdoin a cumulative total of nine Ds or some equivalent combination of Fs and Ds where one F is equivalent to two Ds.

OTHER ACADEMIC REGULATIONS

Leave of Absence

Students may, with the approval of a dean and in consultation with their academic advisor, interrupt their Bowdoin education and take a leave of absence to pursue nonacademic interests for one or two semesters. The conditions governing a leave of absence are as follows:

1. Students must be in good academic and social standing at the end of the semester immediately prior to the start of the leave.
2. Leaves typically begin at the start of a regular semester and may not extend beyond two terms. Exceptions may be granted by the dean of student affairs.
3. Leave extensions, terminations, or cancellations must have the approval of a dean.
4. Students on leave are not considered enrolled at Bowdoin and are expected to leave the College community. Exceptions may be granted by the dean of student affairs.
5. Students on leave may not transfer academic credit to Bowdoin for coursework taken while on leave.

Students on leave of absence will be able to participate in course registration for the semester in which they are expected to return. Course registration materials will be sent to the student's Bowdoin e-mail address. Students will be able to participate in the selection of housing via a proxy process and are free to visit campus without the dean's permission. While on leave, students are unable to compete in Bowdoin College athletic programs until after the last day of exams prior to the semester that they are scheduled to return. Students are permitted to submit applications for Off-Campus Study and for RA, proctor, or house resident positions,

and normal deadlines apply. Students are expected to return at the conclusion of their leave. Readmission is unnecessary, and individuals retain financial aid eligibility if they adhere to College deadlines.

To initiate a request for a leave of absence, students must complete a Leave of Absence Request Form. These are available in the Dean of Student Affairs Office and online at bowdoin.edu/studentaffairs/. Approvals for a leave and the conditions associated with the leave will be provided in writing to the student by the dean.

Medical Leaves

In unusual circumstances, the Dean of Student Affairs or his or her designee may, upon careful consideration of the welfare of the individual student and the college community, place a student on leave of absence from the College. This policy outlines the circumstances of such leaves as well as various procedures and conditions, including readmission criteria and processes and implications for the student in terms of academic, financial, insurance, and housing matters.

Voluntary Medical Leave: A student is encouraged to request a voluntary medical leave in the event that he or she believes that physical and/or mental health concerns are significantly interfering with the ability to succeed at Bowdoin and/or that the demands of college life are interfering with recovery or safety. A student who, in consultation with either the director of the Health Center or director of the Counseling Service, determines that he or she needs to request a voluntary medical leave should contact his/her dean to discuss the terms of the leave as decided by the College.

Involuntary Medical Leave: In unusual circumstances, the Senior Associate Dean of Student Affairs or his or her designee, in consultation with Health Center and/or Counseling professionals, may determine that a student needs to be placed on involuntary medical leave. The determination will be based upon an individualized and objective assessment of the student's ability to safely participate in the College's programs and will examine whether the student presents a direct threat of substantial harm to that student or other members of the College community. The assessment will determine the nature, duration, and severity of the risk; the probability that the potentially threatening injury will actually occur; and whether reasonable modifications of policies, practices, or procedures will sufficiently mitigate the risk. In addition, a student who is not attending class or making satisfactory academic progress may be placed on an involuntary medical/personal leave at the dean's discretion.

Parental Notification: The College reserves the right to notify a parent or guardian of their student's status if circumstances warrant and if it is believed to be in the best interest of the student and the College community without limitations to state and federal privacy laws.

Appeal Procedure for Involuntary Medical Leave: If a student believes that a decision for an Involuntary Medical Leave made by the College is unreasonable or that the procedures and/or information relied upon in making the decision were wrong or unfair, the student may appeal the decision. The appeal must be made in writing to the Dean of Student Affairs. Appeals should clearly state the specific unreasonable, wrong, and/or unfair facts and should present relevant information to support the statements. Once notified of the Involuntary Medical Leave, the student has five (5) business days to submit his or her appeal. The student may not remain on campus during the appeal period. If no timely appeal is submitted, the decision as to the Involuntary Medical Leave is final. The dean or his or her designee will respond in writing to the student's written appeal within five (5) business days. The response will provide a conclusion as to whether or not the Involuntary Medical Leave is appropriate upon a thorough

review of the relevant facts and information. The dean may request an assessment by an outside medical provider at the student's expense.

Readmission Criteria and Procedures: A student who has been placed on Medical Leave, whether voluntary or involuntary, must complete the following readmission procedures before the student is allowed to return to Bowdoin College:

The student must send a letter to the Readmission Committee, to the attention of the Senior Associate Dean of Student Affairs, requesting formal readmission to the College. The student must send to the Readmission Committee a report from the student's physician and/or mental health provider; the report will include discussion of the student's current health status, course of treatment undergone during the leave, as well as any specific recommendations for the student and the College with respect to the student's successful return to Bowdoin. The report will address the following: (a) the student's readiness to return to the academic and co-curricular demands of college life; (b) the student's readiness to live on campus; (c) the student's ongoing treatment needs; (d) the student's readiness to return to competitive sports, if the student is a collegiate athlete; and (e) any other suggestions that the health care provider deems appropriate.

The student's physician and/or mental health provider must be a licensed physician if the evaluation is regarding medical concerns and must be a licensed mental health provider if evaluating mental health concerns. Further, all providers must be unrelated to the student and must have specialty/credentials appropriate for the condition(s) of concern. The student is responsible for any cost associated with the physician or mental health provider's evaluation.

The Readmission Committee will review the information provided by the student and evaluate the appropriateness of the student's return. The Committee may request further information from the student's medical or mental health providers. In order to provide for such requests, the student will be asked to sign and return a release form so that those individuals at the College who are involved in evaluating the student's return can have access to the student's outside health care providers and have the ability to openly discuss relevant aspects of the student's condition. In addition, the director of the Health Center and/or the director of the Counseling Service may also choose to meet with the student as part of the evaluation.

Once the Readmission Committee has reached a decision, the student will be notified by his or her dean. The decision of the committee is final.

In the event that the student is permitted to return to Bowdoin, the student will speak with his or her dean before returning in order to discuss the terms of the student's readmission including, if appropriate, a discussion of a continuing treatment plan for the student. If such a plan is established, and if the student does not follow the established plan, the College will have the right to revoke its decision to readmit the student and will have the right to require the student to resume his or her Medical Leave immediately.

Additional Considerations: Academic Implications

Enrollment Status: While on Medical Leave, the student is not an enrolled student at Bowdoin College. The Medical Leave status will continue until the student is prepared to return to the College and is readmitted by the Readmission Committee.

Taking Courses at Other Institutions: The College discourages students on Medical Leave from transferring course credit to Bowdoin. The Dean's Office may allow a limited course load (one or two courses pre-approved by the College) with the support, in writing, of the student's health care provider. All requests for such course approval must be made in writing to the

Senior Associate Dean of Student Affairs. Requests for transferring course credit for more than two courses are seldom granted and require prior approval of the Recording Committee.

Off-Campus Study Applications: Students on Medical Leave are permitted to submit applications for Off-Campus Study, but must comply with the deadlines for those programs. Questions should be directed to the Office of Off-Campus Study.

Course Registration: Once the student on Medical Leave has been readmitted to the College, he or she will be able to participate in course registration. Course registration materials will be sent to the student's Bowdoin e-mail address. It is strongly advised that the student consult with his or her course instructors, advisor, and dean when choosing courses following Medical Leave.

Educational Record Reflection: The student's transcript will not reflect his or her Medical Leave. In the event a Medical Leave occurs after the start of the semester, the courses will be listed and a grade of "W" (withdrew) will appear. A copy of the student's Medical Leave approval letter will be placed in the student's file in the Dean of Student Affairs Office. The handling of the student's educational record is governed by the Family Education Rights and Privacy Act (FERPA). For more information about FERPA and a student's rights under the law, consult the *Student Handbook* online.

Financial Implications

Financial Aid Eligibility: Students on Medical Leave retain financial aid eligibility as long as all College deadlines are met prior to readmission. Questions should be directed to the Office of Student Aid.

Tuition and Fee Refunds: Tuition and fee refunds for Medical Leaves taken during the course of a semester are made in accordance with the College's Refunds Policy. For more information, consult the Refunds section on page 18.

Tuition Insurance: Tuition insurance is available, but it must be purchased prior to the start of the semester. Questions should be directed to the College Bursar.

Insurance Implications

Student Health Insurance: If the student is currently enrolled in the Bowdoin Student Accident and Sickness Insurance Plan, his or her coverage will continue as specified by the policy. If the student waived Bowdoin's plan, he or she should consult his or her comparable plan for any exclusions or limitations. Questions should be directed to the Student Health Insurance Coordinator.

Housing Implications

On a case-by-case basis, the College, in consultation with the student's health care providers, may determine that the returning student should not live on campus but is capable of attending classes. In addition, College housing may not be available to the student upon his or her return, due to space limitations. Once the student has been readmitted, he or she can discuss availability and options with the Office of Residential Life. In the event that College housing is not available, the student may choose to live in housing in the local area. The Office of Residential Life maintains information on local area rental listings. Questions should be directed to the Office of Residential Life.

Presence on Campus: While a student is on Medical Leave, whether voluntary or involuntary, he or she will not be permitted to visit campus without prior written permission of the Dean of Student Affairs. Permission will be granted for certain pre-approved educational or health treatment purposes only.

Transfer of Credit from Other Institutions

The Bowdoin degree certifies that a student has completed a course of study that meets standards established by the faculty. It is normally expected that all of a student's coursework after matriculation will be completed either at Bowdoin or in an approved semester- or year-long off-campus study program. (More information about such programs can be found in the section on Off-Campus Study beginning on page 43.)

Apart from taking courses at Bowdoin or in approved off-campus study programs, the College recognizes that there may be rare occasions when it would serve a student's educational interests to take courses elsewhere for credit toward the Bowdoin degree. In such cases, the work done elsewhere should represent a standard of achievement comparable to what is expected at Bowdoin in a field of study characteristic of the liberal arts. The College does not grant credit for professional or vocational study at other institutions.

A student may transfer a cumulative total of no more than four credits from study in summer school programs. The College does not regularly grant credit for work completed through two-year institutions, correspondence courses, online distance education courses, or abbreviated winter terms ("Jan Plans"). Credit is not granted for courses taken elsewhere during the academic year except in special circumstances and with the prior approval of the Recording Committee.

Students must apply to the Office of the Registrar for permission to transfer credit in advance of enrollment at another institution. The Application for Transfer of Credit requires the approval of the advisor and the appropriate Bowdoin department chair as well as the Catalogue description and syllabus of each course for which credit is desired. In certain cases, students may be given conditional approval and be required to submit supporting documents, including the course syllabus and all papers and exams, after the course has been completed. The advisor, department chair, or Recording Committee may decline to grant credit if the course or the student's work in the course does not satisfy Bowdoin academic standards. Credit is not awarded for courses in which the student has earned a grade below C- or for courses taken on an ungraded basis.

No credit will be awarded until an official transcript showing the number of credits or credit-hours and the grade(s) earned has been received from the other institution. It is the student's responsibility to ensure that the transcript is sent directly to the Office of the Registrar, and the transcript must arrive in a sealed envelope. The transcript must be received and permission to transfer credit secured within one year following the term in which the course was taken. Credit may not be transferred if a longer time period has elapsed.

Transcripts of credit earned at other institutions that have been presented to Bowdoin College for admission or transfer of credit become part of the student's permanent record, but are not issued, reissued, or copied for distribution. Course titles and grades for courses that were transferred from other institutions are not recorded on the Bowdoin transcript; credit only is listed.

Students should be aware that credits earned elsewhere may not transfer on a one-to-one basis; some courses may be accorded less (or more) than a full Bowdoin credit. Students are advised to consult with the Office of the Registrar in advance to learn the basis on which transfer credit will be determined. For comparison purposes, students should know that one Bowdoin course is generally understood to be equal to four semester-hours or six quarter-hours.

Graduation

Students must complete and submit to the Office of the Registrar the Notice of Intent to Graduate by November 1 of the academic year in which they will graduate. Submission of this form begins the final degree audit process and ensures that students receive all notices related to Commencement. Students will generally receive written notice by May 1 that they have been given preliminary clearance to graduate. Final clearance is determined after final grades for the spring semester have been received and all academic work has been completed.

Students may take part in only one Commencement, and they are normally expected to complete all degree requirements before they participate in graduation exercises. Students with two or fewer credits remaining and who can expect to complete all requirements by the end of the following August may be allowed to participate in Commencement but will not receive a diploma. In such cases, the degree will actually be conferred at the May Commencement following the completion of all requirements, and the diploma will be mailed to the student at that time. Speakers at Commencement and other students playing visible leadership roles in the ceremony must have completed all requirements for graduation.

Resignation

Students may resign from Bowdoin at any time. Resignation permanently terminates the student's official relationship with the College. If a student were to decide at some future date to wish to return to Bowdoin, the student would need to reapply to the College through the regular admissions process as a transfer student. Applicants for readmission are reviewed on a case-by-case basis and should contact the transfer coordinator in the Admissions Office for further information. Given the permanency of resignation, students are encouraged to discuss their plans thoroughly with advisors, parents, and a dean.

A decision to resign should be submitted in writing using the Notification of Resignation Form, available in the Office of the Dean of Student Affairs.

Students should consult the Expenses section of this Catalogue for information about tuition and room and board refunds.

The Recording Committee and Student Petitions

The Recording Committee is a standing committee of the College whose purpose is to address matters pertaining to the academic standing of individual students and to consider exceptions to the policies and procedures governing academic life. The committee meets regularly to consider individual student petitions and meets at the end of each semester to review the records of students who are subject to probation, suspension, or dismissal. Decisions of the committee are final.

Students who are seeking exceptions to the academic regulations or curricular requirements must petition the Recording Committee. Petition forms may be obtained from the Office of the Dean of Student Affairs. All petitions require the signature of a dean, and, depending on the nature of the request, some may require supporting documentation from a faculty member, doctor, or counselor. Students are notified of the outcome of their petitions by the secretary of the Recording Committee.

The Readmission Committee

The Readmission Committee is chaired by the Senior Associate Dean of Student Affairs and comprises the Senior, Associate, and Assistant Deans of Student Affairs; Director of Student Aid; Director of Residential Life; Director of the Counseling Service; Director of the Health

Center; Director of the Baldwin Program for Academic Development; and a representative from the Office of Admissions. The Committee meets twice a year, in June and December, to consider the petitions of students who are seeking to return from Academic Suspension, Disciplinary Leave, and/or Medical Leave. Letters requesting readmission and supporting materials should be directed to the Office of the Dean of Student Affairs. Students on Academic Suspension, Disciplinary Leave, and/or Medical Leave are not normally eligible to register for classes or make housing arrangements until they have been readmitted. Students seeking readmission are notified of the outcome of their petitions by the Office of the Dean of Student Affairs.

SPECIAL ACADEMIC PROGRAMS

Architectural Studies

Although the College offers no special curriculum leading to graduate study in architecture and no major in architecture, students can combine art and architecture studio courses with others in art history, environmental studies, physics, and other related disciplines to prepare for architectural study. The architecture studio course is intended to develop the ability to conceive and communicate architectural and spatial concepts in two and three dimensions. Interested students should speak with members of the Visual Arts Division of the Department of Art, with members of the Environmental Studies Program, or with members of Bowdoin Career Planning staff as early in their Bowdoin careers as possible.

Arctic Studies

A concentration in Arctic studies, offered through a variety of departments including the Department of Sociology and Anthropology, the Department of Earth and Oceanographic Science, and the Peary-MacMillan Arctic Museum and Arctic Studies Center, provides students with opportunities to explore cultural, social, and environmental issues involving Arctic lands and peoples. Students interested in the Arctic are encouraged to consult with the director of the Arctic Studies Center in order to plan an appropriate interdisciplinary program, involving course work and field work at Bowdoin and in the North.

Coastal Studies

The College's location on the coast of Maine affords distinct opportunities for students to study the complexities of coastal landscapes and seascapes. While the College does not offer a formal curriculum devoted to coastal studies, students can take courses focused on coastal issues in a variety of departments and programs including biology, earth and oceanographic science, government, economics, English, visual arts, sociology, anthropology, and environmental studies. Many of the courses take advantage of facilities located at the Coastal Studies Center on Orr's Island (located twelve miles from campus), the Bowdoin Scientific Station (located on Kent Island in the Bay of Fundy), and a variety of other coastal locations in Maine. A number of coastal studies summer research fellowships are available annually to students. Interested students should speak with members of the Coastal Studies Faculty Advisory Committee and Rosemary Armstrong, the Coastal Studies Program coordinator, for guidance in selecting courses with a coastal component and for more information about summer research fellowships.

Engineering (3-2 Option; 4-2 Option)

Bowdoin College arranges shared studies programs with the University of Maine at Orono, the School of Engineering and Applied Science of Columbia University, the Thayer School of Engineering at Dartmouth College, and the California Institute of Technology (Caltech).

Qualified students in the shared studies program may transfer into the third year of the engineering program at Columbia or the University of Maine after three years at Bowdoin. Columbia also offers a 4-2 option, and interested students should contact the engineering advisor, Professor Dale Syphers in the Department of Physics and Astronomy, concerning this option.

Dartmouth offers a number of options, including taking the junior year at the Dartmouth engineering program, senior year at Bowdoin, and fifth year at Dartmouth's Thayer School of Engineering.

Caltech invites students of superior academic achievement from a select group of liberal arts

colleges to apply to their 3-2 Program. Determination of acceptance is decided by the Caltech Upperclass Admissions Committee for students to transfer upon completion of their junior year.

All students must take **Physics 103, 104, 223, 229, 300, or Mathematics 224; Chemistry 109; Mathematics 161, 171, and 181; and Computer Science 101.** They are also expected to have completed at least ten semester courses outside of mathematics and science, one of which should be in economics. Some programs at the University of Maine have additional course requirements in mathematics and science, and interested students should contact the engineering advisor, Professor Dale Syphers, for more information. These courses, together with the engineering courses, substitute for the major requirements in physics for 3-2 students. The successful student earns a bachelor of science degree from the engineering school after completing the two years of the engineering program and earns a bachelor of arts degree from Bowdoin at the end of their fifth year for all programs except Dartmouth's. For the Dartmouth program, the engineering courses are used as transfer credits to complete the Bowdoin degree in physics, conferred after the senior year. The Dartmouth engineering degree is conferred upon successful completion of a fifth year in engineering at Dartmouth. Finally, students may also apply as regular transfer students into any nationally recognized engineering program, earning only a degree from that engineering institution.

First-Year Seminars

The purpose of the first-year seminar program is to introduce students to college-level disciplines and to lead students to understand the ways in which a specific discipline may relate to other areas in the humanities, social sciences, and sciences. Each seminar places an emphasis upon the improvement of students' skills—their ability to read texts effectively and to write prose that is carefully organized, concise, and firmly based upon evidence.

A complete listing of first-year seminars being offered in the 2010–2011 academic year can be found on pages 147–58.

Legal Studies

Students considering the study of law may consult with Scheherazade Mason at Bowdoin Career Planning. Bowdoin applicants from every major and department have been successful applicants to highly competitive law schools. Students will be provided guidance and assistance on all aspects of the application process. It is best to begin planning for law school by the beginning of junior year. Bowdoin Career Planning can introduce students to alumni attending law school or practicing law. In addition, the Career Planning library has excellent written and online resources about law schools and careers in the legal field.

Bowdoin participates with Columbia University in an accelerated interdisciplinary program in legal education. Under the terms of this program, Bowdoin students may apply to begin the study of law after three years at Bowdoin. Students who successfully complete the requirements for the J.D. at Columbia also receive an A.B. from Bowdoin. Students interested in the Columbia program should meet with Professor Richard E. Morgan during their first year at Bowdoin.

Teaching

Students interested in teaching in schools or enrolling in graduate programs in education should discuss their plans with personnel in the Department of Education. Because courses in education, along with a major in a teaching field, are necessary for certification, it is wise to begin planning early so that schedules can be accommodated. (For information on the Bowdoin Teacher Scholars program, see pages 115–16.) An extensive resource library in Bowdoin Career Planning contains information about graduate programs, summer and academic year internships, volunteer opportunities with youth, and public and private school openings. Career advising and credential file services are also available.

OFF-CAMPUS STUDY

Students are encouraged to broaden and enrich their education through participation in semester- and year-long programs of off-campus study. Whether off-campus study occurs abroad or in the United States, the College regards it as an extension of the on-campus educational experience and expects the courses in which students earn credit toward the degree to be in a field of study characteristic of the liberal arts and to be comparable in intellectual challenge to work done at Bowdoin.

A student who wishes to count academic credit earned in an off-campus study program toward the Bowdoin degree is required to obtain approval, in advance, from the Office of Off-Campus Study. If the student wishes to count credits earned in the program toward the major, the approval of the major department is required as well. Students contemplating off-campus study should consult the online *Guidelines for Off-Campus Study* published by the Office of Off-Campus Study; they are urged to begin planning early in the academic year before that in which they hope to study away, and must complete a request for permission to study away by Bowdoin's application deadline. (Application deadlines for individual programs vary considerably; it is the responsibility of the student to determine these deadlines and ensure that they are met.) To be approved for Bowdoin degree credit, the proposed program of study away should satisfy the College's academic standards and form an integral part of a student's overall academic plan. Approval of individual requests may also be affected by the College's concern to maintain a balance between the number of students away during the fall and spring terms.

Students are expected to carry a full course-load in any off-campus study program. Credit earned is not formally transferred until the Office of the Registrar has received and reviewed appropriate documentation from the program. In some cases, it may be required that the appropriate Bowdoin department review the student's completed work.

Bowdoin charges an off-campus study fee (see page 18). Financial aid normally continues to be available for students who qualify.

Depending on their academic needs, students normally are expected to select from the options list of approximately one hundred programs and universities kept by the Office of Off-Campus Study, which may be found at bowdoin.edu/ocs/choosing/options-list.shtml.

COURSES OF INSTRUCTION

The departments of instruction in the following descriptions of courses are listed in alphabetical order. A schedule containing the meeting times of all courses will be issued before each period of registration.

EXPLANATION OF SYMBOLS USED

[Bracketed Courses]: Courses that are not currently scheduled for a definite semester, but which have been offered within the past two consecutive years, are enclosed in brackets.

* On leave for the fall semester.

** On leave for the spring semester.

† On leave for the entire academic year.

MCSR: Course approved to meet the distribution requirement for Mathematical, Computational, or Statistical Reasoning.

INS: Course approved to meet the distribution requirement for Inquiry in the Natural Sciences.

ESD: Course approved to meet the distribution requirement for Exploring Social Differences.

IP: Course approved to meet the distribution requirement for International Perspectives.

VPA: Course approved to meet the distribution requirement for Visual and Performing Arts.

a: Course approved to meet the division requirement for natural science and mathematics.

b: Course approved to meet the division requirement for social and behavioral sciences.

c: Course approved to meet the division requirement for humanities.

Note: For a complete explanation of distribution and division requirements see the Curriculum section on pages 22–26.

Prerequisite: Indicates conditions that must be met in order to enroll in the course.

Course Numbering. Courses are numbered according to the following system:

10–29	First-year seminars
30–99	Courses intended for the nonmajor
100–199	General introductory courses
200–289	General intermediate-level courses
291–299	Intermediate independent study
300–399	Advanced courses and senior seminars
401–404	Advanced independent study: Original or creative
451–452	projects and honors courses

AFRICANA STUDIES

Olufemi Vaughan, *Program Director*

Glynis Wears-Siegel, *Program Coordinator*

Professor: Olufemi Vaughan (History)

Assistant Professors: Judith S. Casselberry, Tess Chakkalakal (English), Brian Purnell

Fellow: Jessica M. Johnson

Contributing Faculty: Ericka A. Albaugh, Peter Coviello, Guy Mark Foster, David Gordon, David Hecht, Aaron Kitch, Karen Lindo, Scott MacEachern, James W. McCalla, Dhiraj Murthy, Elizabeth Muther, H. Roy Partridge, Patrick J. Rael, Jennifer Scanlon, Hanétha Vété-Congolo, Anthony Walton

The Africana Studies Program at Bowdoin College, like many others in the country, grew out of the African American freedom movement of the 1960s. In recent decades, the program has grown into a dynamic interdisciplinary field that engages the historical, political, social, economic, and cultural experiences of African Americans and other peoples of African heritage in the Americas, Africa, Europe, and other regions of the world. From national, transnational, and diasporic perspectives, Africana studies courses draw from the expertise of our distinguished faculty in various disciplinary and interdisciplinary programs in the humanities and social sciences. Africana studies faculty members explore a variety of theoretical and methodological perspectives, and are deeply committed to encouraging our students, especially majors and minors, to acquire the essential analytical, writing, and communication skills that will prepare them for the modern professions and postgraduate studies.

Requirements for the Major in Africana Studies

The major in Africana studies will consist of nine interdisciplinary and disciplinary courses in African American, African diaspora, and African studies. The course requirements for the major in Africana studies are outlined in the following categories:

1. Introduction to Africana Studies (**Africana Studies 101**)
2. Intermediate Seminar in Africana Studies (see list of seminars below)
3. Senior Seminar in Africana Studies (**Africana Studies 301**)
4. Six additional courses drawn from two tracks in Africana studies. The tracks in Africana studies are: (a) African American Studies (Africana studies courses on the national black experience in the United States); and (b) African and African Diaspora Studies (Africana studies courses on African regional, transregional, and African diaspora themes)
5. Students are required to take at least one course from the track that is not their primary concentration. For example, one course from the African American Studies track will be required of students in the African and African Diaspora Studies track.
6. Independent study and off-campus electives: prospective majors in Africana studies can take a maximum of two courses either as independent study, or they may take courses at other colleges/universities, or students may take one course each from either of these two categories towards one of the tracks in Africana studies. Africana studies majors should consult with the Africana Studies Program director or their Africana studies faculty advisor before making a final decision on study abroad and or taking courses at other colleges/universities.
7. A first-year seminar in Africana studies will count towards the courses required as electives for

the major in Africana studies. A first-year seminar can satisfy either of the two tracks in Africana studies.

8. At least five of the courses from either of the two tracks must be at the 200 and 300 levels. Courses taken for credit/fail or courses in which the student received a grade lower than a C- will not be accepted for the major in Africana studies. See the list of the courses for the two Africana studies tracks below.

For more information and clarification on the major requirements in Africana studies, prospective majors are encouraged to consult with the Africana Studies Program director or a faculty member in the Africana Studies Program by the fall semester of their junior year.

Requirements for the Minor in Africana Studies

The minor in Africana studies will consist of five disciplinary and interdisciplinary courses in African American, African, and African Diaspora Studies. The course requirements for the minor in Africana studies are outlined in the following categories:

1. Introduction to Africana Studies (**Africana Studies 101**)

2. Four Africana Studies elective courses from any of the two Africana studies tracks. Three of these courses must be at the 200 and 300 levels. Only one of these four electives can be an independent study course or a course taken at other colleges/universities. Courses taken Credit/D/Fail or courses in which the student received a grade lower than a C- will not be accepted for the Africana studies minor.

3. A first-year seminar in Africana studies will count towards the minor in Africana studies.

Students considering a minor in Africana studies are encouraged to consult with the Africana Studies Program director by the fall semester of their junior year.

First-Year Seminars

For a full description of first-year seminars, see pages 147–58.

10b. Racism. Fall 2010. Spring 2011. Roy Partridge. (Same as **Sociology 10**.)

12c. Affirmative Action and United States Society. Fall 2010. Brian Purnell.

13c. From Montezuma to Bin Laden: Globalization and Its Critics. Spring 2011. David Gordon. (Same as **History 16**.)

16c. Fictions of Freedom. Fall 2010. Tess Chakkalakal. (Same as **English 16**.)

[**25c. The Civil War in Film.** (Same as **History 25**.)]

Introductory, Intermediate, and Advanced Courses

101c. Introduction to Africana Studies. Every fall. Fall 2010. Judith Casselberry.

Focuses on major humanities and social science disciplinary and interdisciplinary African American and African diaspora themes in the context of the modern world. The African American experience discussed in its appropriate historical context, emphasizing its important place in the history of the United States and connections to African diasporic experiences, especially in the construction of the Atlantic world. Material covered chronologically and thematically, building on historically centered accounts of African American, African diaspora, and African experiences. Introduces prospective Africana Studies majors and minors to the intellectually engaging field of Africana Studies; provides an overview of the major theoretical and methodological perspectives in this evolving field; and provides historical context for

critical analyses of African American experiences in the United States, and their engagement with the African diaspora.

107c - ESD. Introduction to the Black Novel in the United States. Spring 2011. Tess Chakkalal.

Introduces students to the literary and historical aspects of the black novel as it developed in the late nineteenth and early twentieth century in the United States. Begins with a consideration of the novels of Charles Chesnutt, Sutton Griggs, and Pauline Hopkins, then examines the ways in which novelists of the Harlem Renaissance—James Weldon Johnson, Nella Larsen, and W. E. B. Du Bois—played with both the form and function of the novel during this era. Then considers how novels by Richard Wright, Chester Himes, and Ralph Ellison challenged and reformed the black novel's historical scope and aesthetic aims. (Same as **English 107**.)

[**108c. Introduction to Black Women's Literature.** (Same as **English 108** and **Gender and Women's Studies 104**.)]

122c - VPA. History of Jazz II. Every other year. Fall 2010. James McCalla.

A survey of jazz's development from the creation of bebop in the 1940s through the present day, e.g., from Charlie Parker and Dizzy Gillespie through such artists as Joshua Redman, James Carter, and the Art Ensemble of Chicago. Emphasis is on musical elements, but includes much attention to cultural and historical context through readings and videos. (Same as **Music 122**.)

136c - VPA. Black Musics in Latin America and the Caribbean. Spring 2011. Michael Birenbaum Quintero.

An introduction to various Afro-Latin American and Afro-Caribbean musical forms and some of the issues and debates that surround them. Students examine case studies from the eighteenth to the twenty-first centuries. Some central themes include similarities and differences in black identity across the Americas, the relative importance of African retentions and New World innovations in the formation of these musical forms, the nature of cultural mixture with indigenous and European forms, the role of music in black religion, and musical dialogues between differently located black populations in the Americas. (Same as **Latin American Studies 136** and **Music 136**.)

139c. The Civil War Era. Fall 2011. Patrick Rael.

Examines the coming of the Civil War and the war itself in all its aspects. Considers the impact of changes in American society, the sectional crisis and breakdown of the party system, the practice of Civil War warfare, and social ramifications of the conflict. Includes readings of novels and viewing of films. Students are expected to enter with a basic knowledge of American history, and a commitment to participating in large class discussions. (Same as **History 139**.)

201c. Black Women, Politics, Music, and the Divine. Fall 2010. Judith Casselberry.

Examines the convergence of politics and spirituality in the musical work of contemporary Black women singer-songwriters in the United States. Analyzes material that interrogates and articulates the intersections of gender, race, class, and sexuality, generated across a range of religious and spiritual terrains with African diasporic/Black Atlantic spiritual moorings, including Christianity, Islam, and Yoruba. Focuses on material that reveals a womanist (Black feminist) perspective by considering the ways resistant identities shape and are shaped by artistic production. Employs an interdisciplinary approach by incorporating ethnomusicology, anthropology, literature, history, and performance and social theory. Explores the work of Shirley Caesar, The Clark Sisters, Me'shell Ndegeocello, Abby Lincoln, Sweet Honey in the

Rock, and Dianne Reeves, among others. (Same as **Gender and Women's Studies 207**, **Music 201**, and **Religion 201**.)

207c - ESD, IP. Francophone Cultures. Every fall. Fall 2010. Hanétha Vété-Congolo.

An introduction to the cultures of various French-speaking regions outside of France. Examines the history, politics, customs, cinema, literature, and the arts of the Francophone world, principally Africa and the Caribbean. Conducted in French. (Same as **French 207** and **Latin American Studies 206**.)

Prerequisite: **French 205** or higher, or permission of the instructor.

208b. Race and Ethnicity. Fall 2010. Ingrid Nelson.

The social and cultural meaning of race and ethnicity, with emphasis on the politics of events and processes in contemporary America. Analysis of the causes and consequences of prejudice and discrimination. Examination of the relationships between race and class. Comparisons among racial and ethnic minorities in the United States. (Same as **Sociology 208**.)

Prerequisite: **Sociology 101**, **Africana Studies 101**, or **Anthropology 101**, or permission of the instructor.

[**211c. Third World Feminism.** (Same as **French 212**, **Gender and Women's Studies 212**, and **Latin American Studies 212**.)]

213c. Transnational Africa and Globalization. Spring 2013. Olufemi Vaughan.

Seminar. Drawing on key readings on the historical sociology of transnationalism since World War II, examines how postcolonial African migrations transformed African states and their new transnational populations in Western countries. Discusses what concepts such as the nation state, communal identity, global relations, and security mean in the African context to critically explore complex African transnational experiences and globalization. These dynamic African transnational encounters encourage discussions on homeland and diaspora, tradition and modernity, gender and generation. (Same as **History 213**.)

215c. Black Women in Atlantic New Orleans. Fall 2010. Jessica Marie Johnson.

Seminar. In 2005, Hurricane Katrina turned a national spotlight on the politics of race, sex, property, and power in the city of New Orleans, Louisiana. But for centuries, New Orleans has made and remade itself at the intersection of history and memory, slavery and freedom. Women of African descent have been central to this process. Explores the multilayered and multivalent history and culture of New Orleans as a site for Afro-Atlantic women's religious and political culture, resistance, and transnational interaction. Considers New Orleans historic connections to Senegal, France, Haiti, and Cuba and the way slavery, the slave trade, and resistance to both created complicated global connections even within the city. Explores the city's Afro-creole expressive and material culture, and how it emerged, and the ways it complicated and confounded neat racial and gender categories of the Atlantic world. Course material includes primary sources from the archives of the city, multimedia material, books and articles. Assignments include, but are not limited to, response papers and two longer projects (midterm and final). (Same as **Gender and Women's Studies 215** and **History 271**.)

216c. History of African and African Diasporic Political Thought. Fall 2010. Olufemi Vaughan.

Seminar. Will critically discuss some seminal works in African diaspora and African political thought in the nineteenth and twentieth centuries. Organized around global and national currents that will allow students to explore intersections in pan-African, African American, and African political thought in the context of Atlantic and global histories. Seminar topics

are divided into three major historic moments. The first will explore major themes on Atlantic slavery and Western thought, notably slavery and racial representation; slavery and capitalism; slavery and democracy. The second will focus on the struggle of African Americans, Africans, and West Indians for freedom in post-Abolition and colonial contexts. Topics discussed within twentieth-century national, regional, and global currents include reconstruction and industrialization; pan-Africanism; new negro; negritude; colonialism; nationalism. Finally, explores pan-African and African encounters in the context of dominant postcolonial themes, namely decolonization; Cold War; state formation; imperialism; African diaspora feminist thought; globalism. Discusses these foundational texts and the political thoughts of major African, African American, and Caribbean intellectuals and activists in their appropriate historical context. (Same as **History 216**.)

[217b - ESD. **Overcoming Racism**. (Same as **Sociology 217**.)]

220b. *The Wire: Race, Class, Gender, and the Urban Crisis*. Spring 2011. Brian Purnell.

Postwar U.S. cities were considered social, economic, political, and cultural zones of “crisis.” African Americans—their families, gender relations; their relationship to urban political economy, politics, and culture—were at the center of this discourse. Using David Simon’s epic series, *The Wire*, as a critical source on postindustrial urban life, politics, conflict, and economics, covers the origins of the “urban crisis,” the rise of an “underclass” theory of urban class relations, the evolution of the urban “underground economy,” and the ways the “urban crisis” shaped depictions of African Americans in American popular culture.

222b. *Politics and Societies in Africa*. Spring 2011. Ericka A. Albaugh.

Surveys societies and politics in sub-Saharan Africa, seeking to understand the sources of current conditions and the prospects for political stability and economic growth. Looks briefly at pre-colonial society and colonial influence on state-construction in Africa, and concentrates on three broad phases in Africa’s contemporary political development: (1) independence and consolidation of authoritarian rule; (2) economic decline and challenges to authoritarianism; (3) democratization and civil conflict. Presumes no prior knowledge of the region. (Same as **Government 222**.)

224c - VPA. *Topics in Jazz History: John Coltrane and Sonny Rollins*. Spring 2011. James McCalla.

Tenor sax jazz icons John Coltrane (1926–1967) and Sonny Rollins (b. 1930) had much in common: similar musical trajectories from bebop through almost all of jazz’s developments during their lifetimes; early and lasting fame as belonging to the most important figures in American music; and deep personal humility combined with searching spirituality. But the contrasts are equally strong, especially in their approach to composition, improvisation, and performance. Follows their careers and their positions in American music and its broader context from the 1950s to the present. (Same as **Music 224**.)

Prerequisite: **Music 121** (same as **Africana Studies 121**) or **122** (same as **Africana Studies 122**), or permission of the instructor.

226c. *Racial and Ethnic Conflict in American Cities*. Spring 2011. Brian Purnell.

American cities have been historic cauldrons of racial and ethnic conflict. Concentrates on urban violence in American cities since 1898. Examines the post-Reconstruction pogroms that overturned interracial democracy; the “Red Summer” and its historical memory; the ways race and ethnicity shaped urban residential space; and the wave of urban violence that spread across the country in the mid-1960s.

[227b - IP. **Transnational Race and Ethnicity.** (Same as **Asian Studies 263** and **Sociology 227.**)]

[229c - ESD. **Evolution in America.** (Same as **History 230.**)]

230c. Global History of the “Ghetto.” Fall 2011. Brian Purnell.

From medieval Venice to contemporary Chicago, from favelas in Brazil, to ghettos in Warsaw, to townships in South Africa, to public housing projects in New York, to the suburbs of Paris—discourses of racial and religious difference have justified concentrations of people in urban spaces and limitations on their social and spatial mobility. They are known commonly as “ghettos.” Compares different “ghettos” in various parts of the globe and examines the historical uses of that term to describe people and places.

233b - ESD, IP. Peoples and Cultures of Africa. Fall 2010. Scott MacEachern.

Introduction to the traditional patterns of livelihood and social institutions of African peoples. Following a brief overview of African geography, habitat, and cultural history, lectures and readings cover a representative range of types of economy, polity, and social organization, from the smallest hunting and gathering societies to the most complex states and empires. Emphasis upon understanding the nature of traditional social forms. Changes in African societies in the colonial and post-colonial periods examined, but are not the principal focus. (Same as **Anthropology 233.**)

Prerequisite: One course in anthropology or **Africana Studies 101.**

236c - ESD. The History of African Americans, 1619–1865. Spring 2012. Patrick Rael.

Examines the history of African Americans from the origins of slavery in America through the death of slavery during the Civil War. Explores a wide range of topics, including the establishment of slavery in colonial America, the emergence of plantation society, control and resistance on the plantation, the culture and family structure of enslaved African Americans, free black communities, and the coming of the Civil War and the death of slavery. (Same as **History 236.**)

237c - ESD. The History of African Americans from 1865 to the Present. Spring 2011. Patrick Rael.

Explores the history of African Americans from the end of the Civil War to the present. Issues include the promises and failures of Reconstruction, the Jim Crow era, black leadership and protest institutions, African American cultural styles, industrialization and urbanization, the world wars, the Civil Rights Movement, and conservative retrenchment. (Same as **History 237.**)

238c. Reconstruction. Spring 2012. Patrick Rael.

Seminar. Close examination of the decade following the Civil War. Explores the events and scholarship of the Union attempt to create a biracial democracy in the South following the war, and the sources of its failure. Topics include wartime Reconstruction, the Ku Klux Klan, Republican politics, and Democratic Redemption. Special attention is paid to the deeply conflicted ways historians have approached this period over the years. (Same as **History 238.**)

Prerequisite: One previous course in history.

239c. Comparative Slavery and Emancipation. Fall 2011. Patrick Rael.

Seminar. Examines slavery as a labor system and its relationship to the following: the emergence of market economies, definitions of race attendant to European commercial expansion, the cultures of Africans in the diaspora, slave control and resistance, free black people and the social

structure of New World slave societies, and emancipation and its aftermath. Spends some time considering how historians have understood these crucial issues. Non-majors invited. (Same as **History 239**.)

240c. Civil Rights and Black Power Movements in the Making of Modern America. Fall 2010. Brian Purnell.

Examines the political activism, cultural expressions, and intellectual history that gave rise to a modern Black freedom movement, and that movement's impact on the broader American (and international) society. Students study the emergence of community organizing traditions in the southern black belt as well as postwar black activism in U.S. cities; the role the federal government played in advancing civil rights legislation; the internationalism of African American activism; and the relationship between black culture, aesthetics, and movement politics. The study of women and gender is a central component. Using biographies, speeches, and community and organization studies, students will analyze the lives and contributions of Martin Luther King Jr., Ella Baker, Septima Clark, Malcolm X, Stokely Carmichael, Angela Davis, Huey Newton, and Fannie Lou Hamer, among others. Closely examines the legacies of the modern Black freedom movement: the expansion of the Black middle class, controversies over affirmative action, and the rise of Black elected officials. (Same as **History 228**.)

[249c - ESD, IP. **African Philosophy.** (Same as **Philosophy 249**.)]

[256b. **African Archaeology: The Roots of Humanity.** (Same as **Anthropology 256**.)]

258c - ESD. Literature of Jim Crow. Fall 2010. Tess Chakkalakal.

Introduces students to American literature written between 1865 and 1910. Exploring a period marked by the end of the Civil War, Reconstruction, the "New" South, and Jim Crow, students engage with these historical developments through a reading of a wide range of novels, short stories, poems, and plays that take up political tensions between the North and South as well as questions of regional, racial, and national identity. Works by George Washington Cable, Charles Chesnutt, Lydia Maria Child, Sarah Orne Jewett, Mark Twain, Sutton E. Griggs, Emily Dickinson, Paul Laurence Dunbar, Henry James, Theodore Dreiser, and Frank Norris constitute the "major" literary voices of the period, but also examines a number of "minor" works that are similarly, but perhaps more narrowly, concerned with questions of race and nation. (Same as **English 258**.)

Prerequisite: One first-year seminar or 100-level course in English or Africana studies.

Note: This course fulfills the literature of the Americas requirement for English majors.

260c. African American Fiction: (Re)Writing Black Masculinities. Fall 2010. Guy Mark Foster.

In 1845, Frederick Douglass told his white readers: "You have seen how a man was made a slave; you shall see how a slave was made a man." This simple statement effectively describes the enduring paradox of African American male identity: although black and white males share a genital sameness, until the nation elected its first African American president the former has inhabited a culturally subjugated gender identity in a society premised on both white supremacy and patriarchy. But Douglass's statement also suggests that black maleness is a discursive construction, i.e., that it changes over time. If this is so, how does it change? What are the modes of its production and how have black men over time operated as agents in reshaping their own masculinities? Reading a range of literary and cultural texts, both past and

present, students examine the myriad ramifications of, and creative responses to, this ongoing challenge. (Same as **English 260** and **Gender and Women's Studies 260**.)

Prerequisite: One first-year seminar or 100-level course in English, Africana studies, or gender and women's studies.

Note: This course fulfills the literature of the Americas requirement for English majors.

[**261c. African American Poetry.** (Same as **English 261**.)]

262c - ESD, IP. Africa and the Atlantic World, 1400–1880. Fall 2011. David Gordon.

A survey of historical developments before conquest by European powers, with a focus on west and central Africa. Explores the political, social, and cultural changes that accompanied the intensification of Atlantic Ocean trade and revolves around a controversy in the study of Africa and the Atlantic World: What influence did Africans have on the making of the Atlantic World, and in what ways did Africans participate in the slave trade? How were African identities shaped by the Atlantic World and by the slave plantations of the Americas? Ends by considering the contradictory effects of Abolition on Africa. (Same as **History 262**.)

Note: This course fulfills the pre-modern requirement for history majors.

264c - ESD, IP. Conquest, Colonialism, and Independence: Africa since 1880. Spring 2011. Olufemi Vaughan.

Focuses on conquest, colonialism, and its legacies in sub-Saharan Africa; the violent process of colonial pacification, examined from European and African perspectives; the different ways of consolidating colonial rule and African resistance to colonial rule, from Maji Maji to Mau Mau; and African nationalism and independence, as experienced by Africa's nationalist leaders, from Kwame Nkrumah to Jomo Kenyatta, and their critics. Concludes with the limits of independence, mass disenchantment, the rise of the predatory post-colonial state, genocide in the Great Lakes, and the wars of Central Africa. (Same as **History 264**.)

265c. Black Women and Slavery in Diasporic Perspective. Spring 2011. Jessica Johnson.

Seminar. Examines the history of women of African descent during the second period of slavery and slave trading between Africa, the Caribbean, and mainland North America (roughly 1650 to 1888). Focuses on the everyday experiences of women's labor, reproduction, and kinship-building on the plantations and in the cities, of these slaveholding societies and on women's roles in the (re)creation of Afro-Atlantic religious and political culture. Investigates the participation of women in abolition and emancipation movements of the late eighteenth and early nineteenth centuries. A range of issues addressed: How did women of African descent experience life under slavery in contrast to men or women of European, Amerindian, and East Indian descent? How did the lives of enslaved women differ from free women of color in different slave holding societies of the Atlantic world? How did the experience of migration, forced and voluntary, impact the lives of black women and the growth of black societies across the Atlantic African diaspora? Assignments include work by contemporary historians and literary figures, primary source analysis, and student projects on the representation and presentation of women and slavery. (Same as **Gender and Women's Studies 273** and **History 273**.)

268c - IP. Mogadishu to Madagascar: East African History. Fall 2010. David Gordon.

Examines the history of East Africa with a special focus on the interactions between east Africans and the Indian Ocean World. Considers African societies prior to Portuguese conquest, continues through Omani colonialism, and the spread of slavery across East Africa

and the Indian Ocean islands of Madagascar and Mauritius; the onset of British, Italian, and German colonialism, rebellions against colonialism including Mau Mau in Kenya, and post-colonial conflicts including the Zanzibar revolution of 1964; and the rise of post-colonial Tanzania, Kenya, Mozambique, Madagascar, and Somalia, and challenges to their sovereignty by present-day Indian Ocean rebels, such as the Somali pirates. (Same as **History 265**.)

269c - ESD, IP. After Apartheid: South African History and Historiography. Spring 2011. David Gordon.

Seminar. Investigates the diverse representations and uses of the past in South Africa. Begins with the difficulties in developing a critical and conciliatory version of the past in post-apartheid South Africa during and after the much-discussed Truth and Reconciliation Commission. Then turns to diverse historical episodes and sites of memory from the Great Trek to the inauguration of Nelson Mandela to explore issues of identity and memory from the perspectives of South Africa's various peoples. (Same as **History 269**.)

[**270c. African American Fiction: Childhood and Adolescence.** Formerly **English 275** (same as **Africana Studies 275**). (Same as **English 270**.)]

272c - IP. Warlords and Child Soldiers in African History. Fall 2010. David Gordon.

Seminar. Examines how gender, masculinity, age, religion, and race have informed ideologies of violence by considering various historical incarnations of the African warrior across time, including the hunter, the tribal warrior, the anti-colonial guerilla, the revolutionary, the white mercenary, the soldier, the warlord, the holy warrior, and the child soldier. Focuses on how fighters, followers, African civilians, and the international community have imagined the "work of war" in Africa. Readings include scholarly analyses of warfare, warriors, and warrior ideals alongside memoirs and fictional representations. (Same as **History 272**.)

[**274c. Atlantic Antislavery.** (Same as **History 270**.)]

276c. Queer Race. Spring 2011. Guy Mark Foster.

How does the concept of "queerness" signify in cultural texts that are ostensibly about the struggle for racial equality? And vice versa, how does the concept of "racialization" signify in cultural texts that are ostensibly about the struggle for LGBT recognition and justice? While some of this work tends to reduce "queer" to traditional sexual minorities like lesbian and trans folk while downplaying racial considerations, others tend to limit the category "race" to people of color like blacks while downplaying questions about sexuality. Such critical and creative gestures often place "queer" and "race" in opposition rather than as intersecting phenomena. Students examine the theoretical and cultural assumptions of such gestures, and their implications, through close readings of selected works in both the LGBT and African American literary traditions. Formerly **English 273** (same as **Africana Studies 273** and **Gender and Women's Studies 205**). (Same as **English 276** and **Gay and Lesbian Studies 276**.)

Prerequisite: One first-year seminar or 100-level course in English, Africana studies, or gay and lesbian studies.

Note: This course fulfills the literature of the Americas requirement for English majors.

[**280b - ESD. Race, Biology, and Anthropology.** (Same as **Anthropology 280**.)]

281c. African American Writers and Autobiography. Spring 2011. Guy Mark Foster.

The struggle against anti-black racism has often required that individual African Americans serve as representative figures of "the race." How have twentieth- and twenty-first-century black authors tackled the challenge of having to speak for the collective while also writing

narratives that explore the singularity of an individual life? What textual approaches have these authors employed to negotiate this tension between what theorists of the genre broadly call “referentiality” and “subjectivity”? Authors include W. E. B. Du Bois, Zora Neale Hurston, Malcolm X, Jamaica Kincaid, Maya Angelou, Samuel Delaney, Barack Obama, among others. (Same as **English 281**.)

Prerequisite: One first-year seminar or 100-level course in English or Africana studies.

Note: This course fulfills the literature of the Americas requirement for English majors.

291–294. Intermediate Independent Study in Africana Studies. The Program.

326c. African American Literature and the Law. Spring 2011. Tess Chakkalalal.

Examines the intersections between literature and law through works of African American literature. Students investigate the influence of landmark legal cases—Dred Scott, Plessy v. Fergusson, Brown v. Board of Education, Loving v. Virginia—on the production and dissemination of particular works of American and African American literature. Works by Charles Chesnutt, Ralph Ellison, Pauline Hopkins, Harriet Beecher Stowe, and Frederick Douglass are among those that will be considered. (Same as **English 326**.)

Prerequisite: One 200-level course in English or Africana studies.

Note: This course fulfills the literature of the Americas requirement for English majors.

336c. Research in Nineteenth-Century United States History. Spring 2011. Patrick Rael.

A research course for majors and interested non-majors that culminates in a single 25–30 page research paper. With the professor’s consent, students may choose any topic in Civil War or African American history, broadly defined. This is a special opportunity to delve into Bowdoin’s rich collections of primary historical source documents. (Same as **History 336**.)

Prerequisite: One course in history.

[**361c. The Political Imagination in African History.** (Same as **History 361**.)]

401–404. Advanced Independent Study and Honors in Africana Studies. The Program.

ART

Stephen Perkinson, *Director, Art History Division*

Mark C. Wethli, *Department Chair and Director, Visual Arts Division*

Elizabeth H. Palmer, *Department Coordinator*

Professor: Mark C. Wethli

Associate Professors: Linda J. Docherty, Pamela M. Fletcher†, Michael Kolster, James Mullen†, Stephen Perkinson, Susan E. Wegner

Assistant Professors: Alicia Eggert, De-nin Deanna Lee (Asian Studies), Carrie Scanga

Lecturer: John B. Bisbee

Visiting Faculty: Meggan Gould, Amer Kobaslija, Katherine Worthing

Fellows: Olubukola Gbádégesin, Nestor Gil

The Department of Art comprises two programs: art history and visual arts. Majors in the department are expected to elect one of these programs. The major in art history is devoted primarily to the historical and critical study of the visual arts as an embodiment of some of

humanity's cultural values and a record of the historical interplay of sensibility, thought, and society. The major in visual arts is intended to encourage a sensitive development of perceptual, creative, and critical abilities in visual expression.

Requirements for the Major in Art History

The art history major consists of ten courses, excluding first-year seminars. Required are **Art History 100**; one course in African, Asian, or pre-Columbian art history numbered **103** or higher; one from **Art History 209** (same as **Archeology 101**), **210** (same as **Archeology 102**), **213**, **214**, **215**, or **226**; one from **Art History 216**, **222**, **223**, **224**, or **232**; one from **Art History 242**, **252**, **254**, **262**, or **264**; one additional 200-level course; two 300-level seminars; and two additional art history courses numbered higher than **101**, one of which may be an independent study. Art history majors are also encouraged to take courses in foreign languages and literature, history, philosophy, religion, and the other arts.

Interdisciplinary Majors

The department participates in interdisciplinary programs in art history and archaeology and in art history and visual arts. See pages 204–08.

Requirements for the Minor in Art History

The minor consists of five courses, excluding first-year seminars. Required courses are **Art History 100**; two 200-level courses; one 300-level course; and one additional art history course numbered higher than **100**.

Courses that will count toward the major and minor must be taken on a graded basis (not Credit/D/Fail), and students must earn grades of C- or better in these courses.

The major and the minor in visual arts are described on page 59.

COURSES IN THE HISTORY OF ART

First-Year Seminars

For a full description of first-year seminars, see pages 147–58.

17c. Inventing Places: Art and Travel. Fall 2010. Katherine Worthing.

Introductory, Intermediate, and Advanced Courses

100c. Introduction to Art History. Fall 2010. Linda Docherty, Olubukola Gbádégesin, and Stephen Perkinson.

An introduction to the study of art history. Provides a chronological overview of art primarily from Western and East Asian traditions. Considers the historical context of art and its production, the role of the arts in society, problems of stylistic tradition and innovation, and points of contact and exchange between artistic traditions. Equivalent of **Art History 101** as a major or minor requirement. Not open to students who have credit for **Art History 101**.

130c - IP. Introduction to the Arts of Ancient Mexico and Peru. Spring 2011. Susan Wegner.

A chronological survey of the arts created by major cultures of ancient Mexico and Peru. Mesoamerican cultures studied include the Olmec, Teotihuacan, the Maya, and the Aztec up through the arrival of the Europeans. South American cultures such as Chavin, Naca, and Inca are examined. Painting, sculpture, and architecture are considered in the context of religion and society. Readings in translation include Mayan myth and chronicles of the conquest. (Same as **Latin American Studies 130**.)

209c. Introduction to Greek Art and Archaeology. Fall 2011. Classics Department.

Introduces the techniques and methods of classical archaeology as revealed through an examination of Greek material culture. Emphasis upon the major monuments and artifacts of the Greek world from prehistory to the Hellenistic age. Architecture, sculpture, fresco painting, and other "minor arts" are examined at such sites as Knossos, Mycenae, Athens, Delphi, and Olympia. Considers the nature of this archaeological evidence and the relationship of classical archaeology to other disciplines such as art history, history, and classics. Assigned reading supplements illustrated presentations of the major archaeological finds of the Greek world. (Same as **Archaeology 101**.)

210c. Introduction to Roman Archaeology. Fall 2010. Ryan Ricciardi.

Surveys the material culture of Roman society, from Italy's prehistory and the origins of the Roman state through its development into a cosmopolitan empire, and concludes with the fundamental reorganization during the late third and early fourth centuries of our era. Lectures explore ancient sites such as Rome, Pompeii, Athens, Ephesus, and others around the Mediterranean. Emphasis upon the major monuments and artifacts of the Roman era: architecture, sculpture, fresco painting, and other "minor arts." Considers the nature of this archaeological evidence and the relationship of classical archaeology to other disciplines such as art history, history, and classics. Assigned reading supplements illustrated presentations of the major archaeological finds of the Roman world. (Same as **Archaeology 102**.)

[213c - VPA. **Art of Three Faiths: Christian, Jewish, and Islamic Art and Architecture, from the Third to the Twelfth Century.**]

[214c - VPA. **The Gothic World.**]

[215c. **Illuminated Manuscripts and Early Printed Books.**]

[222c - VPA. **The Art of Renaissance Italy.**]

223c - VPA. The Arts of Venice. Spring 2011. Susan Wegner.

Venice is distinctive among Italian cities for its political structures, its geographical location, and its artistic production. This overview of Venetian art and architecture considers Venice's relationships to Byzantium and the Turkish east; Venetian colorism in dialogue with Tuscan-Roman disegno; and the role of women as artists, as patrons, and as subjects of art. Includes art by the Bellini family, Giorgione, Titian, Veronese, Tintoretto, Tiepolo, Canaletto, and Rosalba Carriera, and the architecture of Palladio.

[224c - VPA. **Mannerism.**]

226c - VPA. Northern European Art of the Fifteenth and Sixteenth Centuries. Spring 2011. Stephen Perkinson.

Surveys the painting of the Netherlands, Germany, and France. Topics include the spread of the influential naturalistic style of Campin, van Eyck, and van der Weyden; the confrontation with the classical art of Italy in the work of Dürer and others; the continuance of a native tradition in the work of Bosch and Bruegel the Elder; the changing role of patronage; and the rise of specialties such as landscape and portrait painting.

Prerequisite: **Art History 100** or **101**, or permission of the instructor.

232c. Art in the Age of Velázquez, Rembrandt, and Caravaggio. Fall 2010. Susan Wegner.

The art of seventeenth-century Europe. Topics include the revolution in painting carried out by Caravaggio, Annibale Carracci, and their followers in Rome; the development of these

trends in the works of Rubens, Bernini, Georges de la Tour, Poussin, and others; and the rise of an independent school of painting in Holland. Connections between art, religious ideas, and political conditions are stressed.

Prerequisite: **Art History 100** or **101**, or permission of the instructor.

242c. Nineteenth-Century European Art. Spring 2011. Linda Docherty.

Painting and sculpture in Western Europe from 1750 to 1900 with emphasis on France, England, and Germany. Individual artists are studied in the context of movements that dominated the century: neoclassicism, romanticism, realism, impressionism, post-impressionism, and symbolism. The influence of art criticism, the relationship between art and society, and the emergence of the avant-garde in this period are also discussed.

Prerequisite: **Art History 100** or **101**, or permission of the instructor.

243c - VPA. Modern Architecture: 1750 to 2000. Fall 2010. Jill Pearlman.

Examines major buildings, architects, architectural theories, and debates during the modern period, with a strong emphasis on Europe through 1900, and both the United States and Europe in the twentieth century. Central issues of concern include architecture as an important carrier of historical, social, and political meaning; changing ideas of history and progress in built form; and the varied architectural responses to industrialization. Attempts to develop students' visual acuity and ability to interpret architectural form while exploring these and other issues. (Same as **Environmental Studies 243**.)

[252c. Modern Art.]

254c. Contemporary Art. Spring 2011. Katherine Worthing.

Art of Europe and the Americas since World War II, with emphasis on the New York school. Introductory overview of modernism. Detailed examination of abstract expressionism and minimalist developments; pop, conceptual, and environmental art; and European abstraction. Concludes with an examination of the international consequences of modernist and contemporary developments, the impact of new electronic and technological media, and the critical debate surrounding the subject of postmodernism.

Prerequisite: **Art History 100**, **101**, or **252**; or permission of the instructor.

262c. American Art I: Colonial Period to the Civil War. Fall 2010. Linda Docherty.

A survey of American architecture, sculpture, painting, and decorative arts from their colonial origins through their development into a distinctive national tradition. Emphasis is placed on understanding American art in its historical context. Field trips to the Bowdoin College Museum of Art and environs of architectural interest.

[264c. American Art from the Civil War to 1945.]

291c–294c. Intermediate Independent Study in Art History. Art History Faculty.

Seminars in Art History

The seminars are intended to utilize the scholarly interests of members of the department and provide an opportunity for advanced work for selected students who have successfully completed enough of the regular courses to possess a sufficient background. The department does not expect to give all, or in some cases any, seminars in each semester. As the seminars are varied, a given topic may be offered only once, or its form changed considerably from time to time.

315c. Art at the Late Medieval Courts. Spring 2011. Stephen Perkinson.

In the late Middle Ages, the aristocratic courts of northern Europe commissioned some of the most spectacular works of art ever created. Rulers built massive palaces with walls hung with tapestries, commissioned sculptures, and paintings to decorate their castles and chapels, displayed their wealth with fashions and jewelry, and purchased manuscripts with illuminations that projected a mythic vision of noble culture. Explores the connections between art and political power in this period, tracing objects as they moved from the studios of their creators and passed through the hands of the individuals who exchanged them as gifts or amassed them in collections. Also discusses how art defined social roles, dividing society into groups according to gender and class. In addition to reading a number of important art historical studies, students examine a handful of literary texts that help reconstruct the visual culture of the courts.

Prerequisite: **Art History 100** or **101**, or permission of the instructor.

318c. Displaying Devotion. Fall 2010. Stephen Perkinson.

Identifies and develops themes through a broad study of late medieval devotional art and a more focused study of the sculptures that will appear in a traveling exhibition opening at the Museum of Art in spring 2011. Identifies a range of artworks from a variety of times and cultures for display in students' own exhibition to complement the major traveling exhibition of late medieval sculpture. The student-curated show will exhibit works from a variety of time periods and cultures that connect thematically with works in the medieval sculpture show.

Prerequisite: **Art History 100** or **101**, or permission of the instructor.

[324c. Art and Life of Michelangelo.]**332c. Painting and Society in Spain: El Greco to Goya.** Fall 2010. Susan Wegner.

Focuses on painting in Spain from the fifteenth century to the early nineteenth century, with special emphasis on the works of El Greco, Velázquez, and Goya. Examines art in the light of Spanish society, particularly the institutions of the church and Spanish court. Considers Spanish mysticism, popular custom, and Enlightenment ideals as expressed in or critiqued by art. Readings in the Bible, Spanish folklore, artistic theory, and artists' biographies.

Prerequisite: **Art History 100** or **101**, or permission of the instructor.

[333c. Studies in Seventeenth-Century Art: Caravaggio and Artemisia Gentileschi.]**[357c. The Commercial Art Gallery.]****361c. The World of Isabella Stewart Gardner.** Spring 2011. Linda Docherty.

A contextual study of Isabella Stewart Gardner (1840–1924) and the museum she created in Boston. Focuses on the cosmopolitan world that Gardner inhabited and the influence she exerted on American art and culture. Issues considered include the formation of her art collection, her relationship with advisor Bernard Berenson, her trans-Atlantic circle of artist- and writer-friends, her fascination with Asia, her abiding interests in Dante, Venice, gardening, and religion, and how she fashioned a public identity through her portraits, her collection, and her museum. Field trip to the Isabella Stewart Gardner Museum in Boston.

Prerequisite: **Art History 100** or **101**, or permission of the instructor.

[358c. Modern Art in Great Britain: Pre-Raphaelitism to Vorticism.]**[362c. History and Memory.]****401c–404c. Advanced Independent Study and Honors in Art History.** Art History Faculty.

VISUAL ARTS

Requirements for the Major in Visual Arts

The major consists of eleven courses, which must include **Visual Arts 150**; either **180, 190, or 195**; and both **390** and **395**. Five additional visual arts courses must be taken, no more than one of which may be an independent study course. Two courses in art history are also required.

Requirements for the Minor in Visual Arts

The minor consists of six courses, which must include **Visual Arts 150** and either **180, 190, or 195**. Three additional visual arts courses must be taken, no more than one of which may be an independent study course. One course in art history is also required.

Courses that will count toward the major and minor must be taken on a graded basis (not Credit/D/Fail), and students must earn grades of C- or better in these courses.

Visual arts courses without prerequisites are frequently oversubscribed; preference in enrollment is then given to first- and second-year students, as well as to juniors and seniors fulfilling requirements of the visual arts major or minor.

150c - VPA. Drawing I. Fall 2010. Amer Kobaslija and Mark Wethli. Spring 2011. Mark Wethli and Carrie Scanga.

An introduction to drawing, with an emphasis on the development of perceptual, organizational, and critical abilities. Studio projects entail objective observation and analysis of still-life, landscape, and figurative subjects; exploration of the abstract formal organization of graphic expression; and the development of a critical vocabulary of visual principles. Lectures and group critiques augment studio projects in various drawing media.

160c. Painting I. Fall 2010 and Spring 2011. Amer Kobaslija.

An introduction to painting, with an emphasis on the development of perceptual, organizational, and critical abilities. Studio projects entail objective observation and analysis of still-life, landscape, and figurative subjects; exploration of the painting medium and chromatic structure in representation; and the development of a critical vocabulary of painting concepts. Lectures and group critiques augment studio projects in painting media.

Prerequisite: **Visual Arts 150**.

170c - VPA. Printmaking I. Fall 2010. Carrie Scanga.

An introduction to intaglio printmaking, including etching, drypoint, engraving, monotype, and related methods. Studio projects develop creative approaches to perceptual experience and visual expression that are uniquely inspired by the intaglio medium. Attention is also given to historical and contemporary examples and uses of the medium.

180c - VPA. Photography I. Fall 2010. Meggan Gould. Spring 2011. Michael Kolster.

Photographic visualization and composition as consequences of fundamental techniques of black-and-white still photography. Class discussions and demonstrations, examination of masterworks, and field and laboratory work in 35mm format. Students must provide their own 35mm non-automatic camera.

190c - VPA. Architectural Design I. Fall 2010. Alicia Eggert.

An introduction to architectural design. A sequence of studio projects develops ability in site analysis, design principles, and presentation techniques. Studio projects and precedents are analyzed in lectures and group critiques.

195c - VPA. Sculpture I. Fall 2010. John Bisbee and Alicia Eggert. Spring 2011. Alicia Eggert.

An introduction to sculpture, with emphasis on the development of perceptual, organizational, and critical abilities. Studio projects entail a variety of sculptural approaches, including exploration of the structural principles, formal elements, and critical vocabulary of the sculpture medium. Lectures and group critiques augment studio projects in paper, clay, and other media.

[233c. **Architecture and Sustainability.** (Same as **Environmental Studies 233.**)]

250c. Drawing II. Spring 2011. Amer Kobaslija.

A continuation of the principles introduced in **Visual Arts 150**, with particular emphasis on figurative drawing. Studio projects develop perceptual, creative, and critical abilities through problems involving objective observation, gestural expression and structural principles of the human form, studies from historical and contemporary examples, and exploration of the abstract formal elements of drawing. Lectures and group critiques augment studio projects in various drawing media.

Prerequisite: **Visual Arts 150**.

255. 3-D Digital Animation Studio. Fall 2010 and 2012. Carey Phillips.

Explores the uses of art and three-dimensional animations in communicating complex dynamic and spatial relationships, primarily as they pertain to explaining scientific concepts. Students use primary literature to explore a science problem in a seminar-type format. Study of filmmaking and use of high-end three-dimensional animation software. Concludes with a team effort to create a three-dimensional animated film of the science problem. (Same as **Biology 202.**)

[262c. **Portraiture and the Politics of Identity.**]

265c - VPA. Public Art. Spring 2011. Mark Wethli.

An examination of public art through direct participation in its various forms, from independent initiatives outside conventional exhibition spaces to art commissioned and produced to serve public needs (through service learning). Topics include working with public and private agencies, as well as exploring the means and materials to create larger-scale artworks.

Prerequisite: Any 100-level course in visual arts or permission of the instructor.

270c. Printmaking II. Spring 2011. Carrie Scanga.

A continuation of the principles introduced in **Visual Arts 170**, with particular emphasis on independent projects.

[272c. **Landscape Painting.**]

275c. Architectural Design II. Spring 2011. Alicia Eggert.

A continuation of the principles introduced in **Visual Arts 190**, with particular emphasis on independent projects.

Prerequisite: **Visual Arts 190** or permission of the instructor.

[280c. **Photography II. Large Format.**]

[281c. **Digital Color Photography.**]

282c - VPA. Photography and Color. Fall 2010. Michael Kolster.

A continuation of principles encountered in **Visual Arts 180**, with an added emphasis on the expressive potential of color. Cameras of various formats, from the 35mm to the 4x5, are used to complete assignments. Approaches to color film exposure and digital capture, manipulation,

and printing are practiced and the affect of color is examined. Through reading assignments, slide presentations, and discussions, students explore historical and cultural implications of color photography. Weekly assignments and group critiques structure class discussion.

Prerequisite: **Visual Arts 180**.

283c. Art and Time. Spring 2011. Meggan Gould.

An exploration of the role of time in the visual arts. Through class assignments and independent projects, examines how artists can invoke and transform time. Attention given to historical and contemporary precedents. Seminar discussions, field trips, and class critiques.

Prerequisite: **Visual Arts 180**.

285c. Sculpture II. Fall 2010. John Bisbee.

A continuation of principles introduced in **Visual Arts 195**, with particular emphasis on independent projects.

Prerequisite: **Visual Arts 195** or permission of the instructor.

286c - VPA. Make. Believe. Sculpture. Spring 2011. Nestor Gil.

An investigation of the role of belief, in its myriad forms (from the personal to the political to the spiritual), in the production of 3-D art. Through class research and discussion, as well as through independent studio projects using a variety of materials and media as determined by students and faculty, explores the making of three-dimensional art to express ideas and beliefs. Readings and field trips will provide context and exposure to both historical and contemporary artworks and artists relevant to the topic. Primary goal is finding that which is important enough to us to compel us to action, that which ignites our passion as well as our intellect, and then rising to the challenge of expressing it visually with an engaging cultural product or experience.

Prerequisite: One 100-level course in visual arts or permission of the instructor.

287c. Relational Aesthetics Laboratory. Fall 2010. Nestor Gil.

An in-depth exploration of how the aesthetics of the encounter and of relationship can be brought into focus through contemporary art practice. Studio projects experiment with strategies for intervention, direct engagement, viewer empowerment, collaboration, and performance. Readings, viewings, and discussions contextualize such practice within the larger art world.

Prerequisite: One 100-level course in visual arts or permission of the instructor.

295c–299c. Intermediate Independent Study in Visual Arts. Visual Arts Faculty.

310c. Narrative Structures. Fall 2010. Carrie Scanga.

Explores narrative content, forms, processes, meanings, and approaches in the visual arts, especially in the context of contemporary practice, through interdisciplinary media, as determined jointly by faculty and students in the course.

Prerequisite: One 100-level course in visual arts or permission of the instructor.

[**380c. Photo Seminar.**]

390c. Senior Seminar. Every fall. Fall 2010. Mark Wethli.

Concentrates on strengthening critical and formal skills as students start developing an individual body of work. Includes readings, discussions, individual and group critiques, as well as visiting artists.

395c. Senior Studio. Every spring. Spring 2011. Michael Kolster.

A continuation of the Senior Seminar, with emphasis on the creation of an individual body of work. Includes periodic reviews by members of the department and culminates with a group exhibition at the conclusion of the semester.

Prerequisite: **Visual Arts 390.**

401c. Advanced Independent Study and Honors in Visual Arts. Visual Arts Faculty.

Open only to exceptionally qualified senior majors and required for honors credit. Advanced projects undertaken on an independent basis, with assigned readings, critical discussions, and a final position paper.

ASIAN STUDIES

Henry C. W. Laurence, *Program Director*

Suzanne M. Astolfi, *Program Coordinator*

Professors: Thomas D. Conlan (History), John C. Holt† (Religion)

Associate Professors: Songren Cui, Henry C. W. Laurence (Government), Shu-chin Tsui†

Assistant Professors: Belinda Kong (English), De-nin Deanna Lee (Art), Vyjayanthi Ratnam Selinger, Rachel L. Sturman (History)

Instructor: Lawrence L. C. Zhang (History)

Lecturers: Yan Li, Mitsuko Numata

Contributing Faculty: David Collings†, Sara A. Dickey**, Sunil Goonasekera, Dhiraj Murthy, Nancy Riley†

Students in Asian studies focus on the cultural traditions of China, Japan, or South Asia (India, Sri Lanka, Pakistan, Bangladesh, and Nepal). In completing the major, each student is required to gain a general understanding of one of these cultural areas, to acquire a working proficiency in one of the languages of South or East Asia, to develop a theoretical or methodological sophistication, and to demonstrate a degree of applied specialization. These principles are reflected in the requirements for an Asian studies major.

Requirements for the Major in Asian Studies

One majors in Asian studies by focusing on a particular geographic and cultural area (e.g., South Asia) or by specializing in the subfield of Disciplinary Asian Studies. Eight courses are required in addition to the study of an Asian language. These eight include a senior seminar (300 level) and other courses as described below. A student who wishes to graduate with honors in the program must also write an honors thesis, which is normally a one-year project. Students must earn a grade of C- or better in order to have a course count for the major. No courses taken Credit/D/Fail may count for the major, unless the course is graded Credit/D/Fail only. No "double counting" of courses is allowed for the major. First-year seminars do count for the major.

The major requires courses from two categories:

1. *Language.* Two years of an East Asian language or one year of a South Asian language, or the equivalent through intensive language study. The College does not directly offer courses in any South Asian language. Arrangements may be made with the director of the program and the Office of the Registrar to transfer credits from another institution, or students may meet

this requirement by studying Sinhala on the ISLE Program or Tamil on the SITA Program. Advanced language study is important for and integral to the major. In addition to the required two years of language study, students may apply up to three advanced intermediate (third-year) or advanced (fourth-year) East Asian language courses toward the total of eight required for the area-specific or disciplinary major.

2a. Area-specific option. Eight courses, seven of which focus on the student's area of specialization and one of which is in an Asian cultural area outside that specialization. One of these eight courses is normally a senior seminar. The possible areas of specialization are China, Japan, East Asia, and South Asia. Students must take at least one pre-modern and one modern course in their area of specialization. Students specializing in China must take one pre-modern and one modern course; those specializing in Japan must take **Asian Studies 283** (same as **History 283**); and those focusing on South Asia must take one 200-level course from each of the following three areas: anthropology, religion, and history, all of which must have South Asia as their primary focus (whenever possible, two of those courses should be **Asian Studies 232** [same as **Anthropology 243**], **240** [same as **Religion 220**], or **256** [same as **History 261**]).

2b. Disciplinary-based option. Eight courses, at least five of which must be in the chosen discipline (e.g., government, history, literature, religion, and other approved areas). Those choosing this option should consult with their advisor concerning course selection and availability. One of the eight courses must be a 300-level course in the discipline of focus, wherever possible. The three remaining courses, chosen in consultation with an advisor, must explore related themes or relate to the student's language study. The language studied must be in the student's primary cultural or national area of focus, or in cases where a discipline allows for comparison across areas, in one of the primary areas of focus.

Requirements for the Minor in Asian Studies

Students focus on the cultural traditions of either East Asia or South Asia by completing a concentration of at least five courses in one geographic area or four courses in one geographic area and one course outside that specialization. Of these five courses, two may be language courses, provided that these language courses are at the level of third-year instruction or above. Two courses completed in off-campus programs may be counted toward the minor. Students focusing on South Asia must take one 200-level course from each of the following three areas: anthropology, religion, and history, all of which must have South Asia as their primary focus (whenever possible, two of those courses should be **Asian Studies 232** [same as **Anthropology 243**], **240** [same as **Religion 220**], or **256** [same as **History 261**]). Students must earn a grade of C- or better in order to have a course count for the minor. No Credit/D/Fail courses may count for the minor, unless the course is graded Credit/D/Fail only. No "double counting" of courses is allowed for the minor. First-year seminars do count for the minor.

Off-Campus Study

Foreign study for students interested in Asian studies is highly recommended. Established programs in the People's Republic of China, Hong Kong, and Taiwan are available for students interested in China. Students are particularly encouraged to attend the ACC, CET, and IUP programs. The AKP and JCMU programs are recommended for students interested in Japan, but they may select another program based upon their academic interests. The ISLE and SITA programs are recommended for students interested in South Asia. Consult the Asian studies office or Web site for information about these and other programs. Up to three credits from off-campus study (excluding beginning and intermediate—first- and second-year—language courses) may count toward the major. Up to two credits from off-campus study (excluding language courses) may count for the minor.

Program Honors

Students contemplating honors candidacy in the program must have established records of A or B+ average in program course offerings and present clearly articulated, well-focused proposals for scholarly research. Students must prepare an honors thesis and successfully defend their thesis in an oral examination.

First-Year Seminars

For a full description of first-year seminars, see pages 147–58.

11c. Living in the Sixteenth Century. Fall 2010. Thomas D. Conlan. (Same as **History 13**.)

15c. Orphans of Asia. Fall 2010. Belinda Kong. (Same as **English 15**.)

19b. East Asian Politics: Introductory Seminar. Fall 2010. Henry C. W. Laurence. (Same as **Government 19**.)

21c. Perspectives on Modern China. Fall 2011. Shu-chin Tsui.

26c. Globalizing India. Fall 2010. Rachel Sturman. (Same as **History 26**.)

Introductory, Intermediate, and Advanced Courses

201c - ESD, IP. Literature of World War II and the Atomic Bomb in Japan: History, Memory, and Empire. Fall 2010. Vyjayanthi Selinger.

A study of Japan's coming to terms with its imperialist past. Literary representations of Japan's war in East Asia are particularly interesting because of the curious mixture of remembering and forgetting that mark its pages. Postwar fiction delves deep into what it meant for the Japanese people to fight a losing war, to be bombed by a nuclear weapon, to face surrender, and to experience Occupation. Sheds light on the pacifist discourse that emerges in atomic bomb literature and the simultaneous critique directed towards the emperor system and wartime military leadership. Also examines what is missing in these narratives—Japan's history of colonialism and sexual slavery—by analyzing writings from the colonies (China, Korea, and Taiwan). Tackles the highly political nature of remembering in Japan. Writers include the Nobel prize-winning author Ôe Kenzaburô, Ôoka Shôhei, Kojima Nobuo, Shimaô Toshio, Hayashi Kyoko, and East Asian literati like Yu Dafu, Lu Heruo, Ding Ling, and Wu Zhou Liu.

[**204b - ESD, IP. Globalization and Identity in the Himalayas.** (Same as **Anthropology 204** and **Sociology 207**.)]

212c - ESD, IP. Writing China from Afar. Spring 2011. Belinda Kong.

The telling of a nation's history is often the concern not only of historical writings but also literary ones. Examines contemporary diaspora literature on three shaping moments of twentieth-century China: the Second Sino-Japanese War (1937–45), the Cultural Revolution (1966–76), and the 1989 Tiananmen democracy movement and massacre. Focuses on authors born and raised in China but since dispersed into various Western locales, particularly the United States, England, and France. Critical issues include the role of the Chinese diaspora in the historiography of World War II, particularly the Nanjing Massacre; the functions and hazards of Chinese exilic literature, such as the genre of Cultural Revolution memoirs, in Western markets today; and more generally, the relationship between history, literature, and the cultural politics of diasporic representations of origin. Authors may include Shan Sa, Dai Sijie, Hong Ying, Yan Geling, Zheng Yi, Yiyun Li, Gao Xingjian, Ha Jin, Annie Wang, and Ma Jian. (Same as **English 273** [formerly **English 283**].)

Prerequisite: One first-year seminar or 100-level course in English, or one course in Asian studies.

[213c - ESD, Introduction to Asian American Literature. (Same as English 271 [formerly English 284].)]

216c - ESD, IP. Asian Diaspora Literature of World War II. Fall 2010. Belinda Kong.

Focuses on World War II as a global moment when modernity's two sides, its dreams and nightmares, collided. Emphasis on contemporary Asian diaspora Anglophone fiction that probes the exclusions and failures of nation and empire—foundational categories of modernity—from both Western and Asian perspectives. On the one hand, World War II marks prominently the plurality of modernities in our world: as certain nations and imperial powers entered into their twilight years, others were just emerging. At the same time, World War II reveals how such grand projects of modernity as national consolidation, ethnic unification, and imperial expansion have led to consequences that include colonialism, internment camps, the atom bomb, sexual slavery, genocide, and the widespread displacement of peoples that inaugurates diasporas. Diaspora literature thus constitutes one significant focal point where modernity may be critically interrogated. (Same as English 274.)

Prerequisite: One first-year seminar or 100-level course in English, or one course in Asian studies.

219c. Religion and Fiction in Modern South Asia. Spring 2013. John Holt.

A study of the Hindu and Buddhist religious cultures of modern South Asia as they have been imagined, represented, interpreted, and critiqued in the literary works of contemporary and modern South Asian writers of fiction and historical novels. (Same as Religion 219.)

223c - IP. Mahayana Buddhism. Spring 2012. John Holt.

Studies the emergence of Mahayana Buddhist worldviews as reflected in primary sources of Indian, Chinese, and Japanese origins. Buddhist texts include the *Buddhacarita* ("Life of Buddha"), the *Sukhavati Vyuha* ("Discourse on the 'Pure Land'"), the *Vajraccedika Sutra* (the "Diamond-Cutter"), the *Prajnaparamitra-hrdaya Sutra* ("Heart Sutra of the Perfection of Wisdom"), the *Saddharmapundarika Sutra* (the "Lotus Sutra"), and the *Platform Sutra of the Sixth Patriarch*, among others. (Same as Religion 223.)

[224c - ESD, IP. Asian America's Aging. (Same as English 279.)]

226c - ESD, IP. Religion and Political Violence in South Asia. Spring 2011. Sunil Goonasekera.

Religion is a universal phenomenon that touches, if not dominates, daily life and is a force that can compel people to be both perpetrators and victims of violence. Sociological and anthropological studies point to social, political, economic, cultural, legal, and psychological facts that propel individuals and groups to use violence and justify its use by bringing violence into a religious context. Seeks to understand the relationship between religion and violence and the causes and effects of that relationship. Specifically addresses these issues in South Asian cultural systems. (Same as Anthropology 223 and Religion 225.)

230c - ESD, IP. Imperialism, Nationalism, Human Rights. Spring 2011. Rachel Sturman.

Examines the history of modern global imperialism and colonialism from the sixteenth through the twentieth centuries. Focuses on the parallel emergence of European nationalism, imperialism, and ideas of universal humanity, on the historical development of anti-colonial nationalisms in the regions ruled by European empires, and on the often-contentious nature of demands for human rights. Emphasis on the history of South Asia, with significant attention to Latin America and Africa. (Same as History 280.)

231b - IP. Topics on Asian Economies. Fall 2011 or Spring 2012. Yao Tang.

A study of the similarities and differences in growth experience and the level of economic output per person in Asian countries. Explores possible causes of differences in economic paths, with a focus on several important economies, including China and Japan. Also discusses the relationship between the Asian economies and the United States economy. (Same as **Economics 239**.)

Prerequisite: **Economics 101** and **102**.

[**232b. Modernity in South Asia.** (Same as **Anthropology 243**.)]

233b - IP. South Asian Popular Culture. Spring 2011. Dhiraj Murthy.

Examines transnational South Asian popular culture (encompassing Pakistan, India, Bangladesh, Nepal, Bhutan, and Sri Lanka), as a medium to understand larger sociological themes, including diaspora, "homeland," globalization, identity, class, gender, and exoticization. Music, film, and fashion are the prime cultural modes explored. Largely structured around specific "South Asian" cultural products—such as Bhangra, Asian electronic music, and Bollywood—and their circulation between the subcontinent and South Asian diasporic communities (particularly in Britain). (Same as **Sociology 236**.)

Prerequisite: **Sociology 101** or **Anthropology 101**.

236c - ESD, IP. India and the Indian Ocean World. Fall 2011. Rachel Sturman.

Explores the vibrant social world created by movements of people, commodities, and ideas across the contemporary regions of the Middle East, East Africa, South and Southeast Asia from the early spread of Islam through the eighteenth century. Key topics include the formation of communities, pre-modern material cultures, the meanings of conversion and religious change, and the production and transformation of systems of knowledge and modes of social relations in the era before the rise of European colonialism. (Same as **History 282**.)

Note: This course fulfills the pre-modern requirement for history majors.

[**237c - ESD, IP. Sex and the Politics of the Body in India.** (Same as **Gender and Women's Studies 259** and **History 259**.)]

239c - ESD, IP. Violence and Non-violence in Twentieth-Century India. Fall 2011. Rachel Sturman.

Seminar. Examines the histories of violence and non-violence that have shaped contemporary India. Considers Gandhi's efforts to develop a theory and practice of non-violence in the context of anti-colonial nationalism, as well as the epic religious violence that ultimately accompanied independence from British colonial rule. Explores the historical relationship between violent and non-violent forms of social protest and social control in the post-colonial era through examination of vivid examples of social and political movements. Considers the recent proliferation of religious violence, and caste- and gender-based atrocities. Draws on history, literature, documentary film, and film drama to consider how such violence and non-violence have been remembered and memorialized, and their legacies for Indian society. (Same as **History 241**.)

Prerequisite: One course in history or permission of the instructor.

240c - IP. Hindu Literatures. Fall 2012. John Holt.

A reading of various genres of translated Hindu religious literature, including *Rig Veda* hymns, philosophical *Upanishads*, *Yoga Sutras*, the epics *Ramayana* and *Mahabharata*, including

the *Bhagavad Gita*, selected myths from the *Puranas*, and poetry and songs of medieval devotional saints. Focuses on development of various types of religious worldviews and religious experiences within Hindu traditions, as reflected in classical Sanskrit and vernacular literature of India. (Same as **Religion 220**.)

241c - IP. Hindu Cultures. Spring 2013. John Holt.

A consideration of various types of individual and communal religious practice and religious expression in Hindu tradition, including ancient ritual sacrifice, mysticism and yoga (meditation), dharma and karma (ethical and political significance), pilgrimage (as inward spiritual journey and outward ritual behavior), puja (worship of deities through seeing, hearing, chanting), rites of passage (birth, adolescence, marriage, and death), etc. Focuses on the nature of symbolic expression and behavior as these can be understood from indigenous theories of religious practice. **Religion 220** is recommended as a previous course. (Same as **Religion 221**.)

242c - ESD, IP. Theravada Buddhism. Fall 2010. Sunil Goonasekera. Fall 2011. John Holt.

An examination of the major trajectories of Buddhist religious thought and practice as understood from a reading of primary and secondary texts drawn from the Theravada traditions of India, Sri Lanka, Thailand, and Burma. (Same as **Religion 222**.)

244c - IP. Modern Japanese Literature. Fall 2011. Vjayanthi Selinger.

As a latecomer to industrial modernity, Japan underwent rapid changes in the early part of the twentieth century. Examines how the creative minds of this period responded to the debates surrounding these sweeping technological and social changes, pondering, among other things, the place of the West in modern Japan, the changing status of women, and the place of minorities. Many of the writers from this period chose to write "I-novels" or first-person fiction. How is the inward turn in narrative tied to modern ideas of the self and its relationship to society? What sorts of quests does this self embark on and how is the end of the journey conceptualized? How do the romantic objects of this (male) self help express notions of stability/instability in a changing world? No prior knowledge of Japanese language, history, or culture is required. All readings in English.

246c - IP. The Fantastic and Demonic in Japanese Literature. Spring 2011. Vjayanthi Selinger.

From possessing spirits and serpentine creatures to hungry ghosts and spectral visions, Japanese literary history is alive with supernatural beings. The focus of study ranges from the earliest times to modernity, examining these motifs in both historical and theoretical contexts. Readings pose the following broad questions: How do representations of the supernatural function in both creation myths of the ancient past and the rational narratives of the modern nation? What is the relationship between liminal beings and a society's notion of purity? How may we understand the uncanny return of dead spirits in medieval Japanese drama? How does the construction of demonic female sexuality vary between medieval and modern Japan? Draws on various genres of representation, from legends and novels to drama, paintings, and cinema. Students develop an appreciation of the hold that creatures from the "other" side maintain over our cultural and social imagination.

247b - ESD, IP. Indian Cinema and Society: Industries, Politics, and Audiences. Fall 2010. Sara Dickey.

Explores Indian films, film consumption, and film industries since 1947. Focuses on mainstream cinema in different regions of India, with some attention to the impact of popular film conventions on art cinema and documentary. Topics include the narrative and aesthetic

conventions of Indian films, film magazines, fan clubs, cinema and electoral politics, stigmas on acting, filmmakers and filmmaking, rituals of film watching, and audience interpretations of movies. The production, consumption, and content of Indian cinema are examined in social, cultural, and political contexts, particularly with an eye to their relationships to class, gender, and nationalism. Attendance at weekly evening screenings is required. (Same as **Anthropology 232**.)

Prerequisite: One of the following: **Anthropology 101**, **Sociology 101**, **Film Studies 101** or **202**, one course in Asian studies; or permission of the instructor.

[252c - IP. **Cultural Topics in Contemporary China.**]

[254c - IP, VPA. **Transnational Chinese Cinema.** (Same as **Film Studies 254**.)]

256c - ESD, IP. The Making of Modern India. Fall 2010. Rachel Sturman.

Traces the history of India from the rise of British imperial power in the mid-eighteenth century to the present. Topics include the formation of a colonial economy and society; religious and social reform; the emergence of anti-colonial nationalism; the road to independence and partition; and issues of secularism, religious fundamentalisms, democracy, and inequality that have shaped post-colonial Indian society. (Same as **History 261**.)

[258c - ESD, IP. **Politics and Popular Culture in Twentieth-Century India.** (Same as **History 263**.)]

[263b - IP. **Transnational Race and Ethnicity.** (Same as **Africana Studies 227** and **Sociology 227**.)]

[266c - IP. **Chinese Women in Fiction and Film.** (Same as **Gender and Women's Studies 266**.)]

269 - MCSR. Applied Research Practicum: Chinese Rural to Urban Migration. Spring 2011. Rachel Ex Connelly.

Highlights applied research methods in microeconomics. Students work throughout the semester in research teams to analyze data from Chinese rural women on their migration and/or the migration of their husbands. While topics of Chinese economic life and economic models of migration are studied, primarily focuses on methods: how applied researchers work with data to analyze a set of questions. Elementary statistics is a prerequisite. Statistical techniques beyond the elementary level are taught. (Same as **Economics 277** and **Gender and Women's Studies 277**.)

Prerequisite: **Economics 101** and one of the following statistics courses: **Economics 257**, **Mathematics 155** or **265**, **Psychology 252**, or **Sociology 201**; or permission of the instructor.

[272c - ESD, IP. **"China among Equals": History from Song to Ming, 950–1644.** (Same as **History 212**.)]

273c. Hong Kong and Taiwan's Colonial Pasts. Spring 2011. Lawrence Zhang.

Seminar. Examines the history of Hong Kong and Taiwan in particular, and through them the concept of "Greater China," which can include ethnic Chinese groups in Southeast Asia and Singapore. Students study the historical circumstances in which such communities were born, their evolution over time, and their changing relationship with China throughout the past few centuries. Topics covered include colonialism and imperialism, ethnic identity and relations, trade and commerce, and geopolitical shifts through time. (Same as **History 277**.)

274c - ESD. Painters, Philosophers, and Politicians: The Chinese Literati. Fall 2010. Lawrence Zhang.

Seminar. The Chinese literati was a crucial sociopolitical class that served as China's ruling elite throughout its imperial history. Their importance also extended to cultural and philosophical

realms. Studies a crucial class in the history of China, and examines how the Chinese social structure during the imperial period was organized with the literati resting on the top of the pyramid. Through reading primary documents written by many prominent literati, students learn about the different modes of political, philosophical, and cultural dominance as expressed by one group. Topics include state-society relations, philosophical discourses, and cultural production through an examination of primary and secondary materials. (Same as **History 274**.)

Note: This course fulfills the pre-modern requirement for history majors.

275c - ESD, IP. The Making of Modern China: 1550 to Present. Spring 2011. Lawrence Zhang.

An overview of the changes and transformations in China beginning from the commercial revolution in the sixteenth century and ending at the second commercial revolution in the present day. Topics include political and intellectual changes, the increasing exchange between China and the Western world, challenges from and responses to imperialism, as well as social and cultural transformations, with a thematic emphasis on the changing definition of “China” and its place in the world. Discussions and assignments based on primary source materials. (Same as **History 275**.)

276c - ESD, IP. China’s Origins and Transformations: Prehistory to 1550. Fall 2010. Lawrence Zhang.

Covers the history of China from the Neolithic age to 1550. Examines the origins and growth of the Chinese civilization. Major topics include, but are not limited to, the foundation of classical Chinese philosophy, origin and growth of the imperial order, changing nature of sociopolitical elites, and the role of foreign influences on Chinese politics and culture. Primary texts employed as a basis for discussion. (Same as **History 276**.)

Note: This course fulfills the pre-modern requirement for history majors.

[**278b - ESD, IP. China, Gender, Family.** (Same as **Gender and Women’s Studies 278** and **Sociology 278**.)]

[**279c - ESD, IP. Rebellions and Revolutions in Nineteenth- and Twentieth-Century China.** (Same as **History 279**.)]

281c - IP. The Courty Society of Heian Japan. Fall 2011. Thomas D. Conlan.

Seminar. Japan’s courtly culture spawned some of the greatest cultural achievements the world has ever known. Using the *Tale of Genji*, a tenth-century novel of romance and intrigue, attempts to reconstruct the complex world of courtly culture in Japan, where marriages were open and easy, even though social mobility was not; and where the greatest elegance, and most base violence, existed in tandem. (Same as **History 281**.)

Note: This course fulfills the pre-modern requirement for history majors.

282b - ESD, IP. Japanese Politics and Society. Fall 2010 and 2011. Henry C. W. Laurence.

Comprehensive overview of modern Japanese politics in historical, social, and cultural context. Analyzes the electoral dominance of the Liberal Democratic Party, the nature of democratic politics, and the rise and fall of the economy. Other topics include the status of women and ethnic minorities, education, war guilt, nationalism, and the role of the media. (Same as **Government 232**.)

283c - ESD, IP. The Origins of Japanese Culture and Civilization. Fall 2010 and 2011. Thomas D. Conlan.

How do a culture, a state, and a society develop? Designed to introduce the culture and history of Japan by exploring how “Japan” came into existence, and to chart how patterns of Japanese civilization shifted through time. Attempts to reconstruct the tenor of life through translations of primary sources, and to lead to a greater appreciation of the unique and lasting cultural and political monuments of Japanese civilization. (Same as **History 283**.)

Note: This course fulfills the pre-modern requirement for history majors.

284c - ESD, IP. The Emergence of Modern Japan. Spring 2011 and 2012. Thomas D. Conlan.

What constitutes a modern state? How durable are cultures and civilizations? Examines the patterns of culture in a state that managed to expel European missionaries in the seventeenth century, and came to embrace all things Western as being “civilized” in the mid-nineteenth century. Compares the unique and vibrant culture of Tokugawa Japan with the rapid program of late-nineteenth-century industrialization, which resulted in imperialism, international wars, and ultimately, the postwar recovery. (Same as **History 284**.)

[**285c - IP. Conquests and Heroes.** (Same as **History 285**.)]

[**286c - IP. Japan and the World.** (Same as **History 286**.)]

287c - ESD, IP. Kingship in Comparative Perspective. Spring 2012. Thomas D. Conlan.

Seminar. What makes a king? How does one characterize or define sovereign authority and to what degree is this culturally specific? Explores the nature of kingship through a comparative perspective, contrasting Buddhist and Confucian notions of kingship and sovereignty. Focuses on Asia (South Asia, China, and Japan), although further insight is provided through comparisons with medieval Europe. (Same as **History 287**.)

289c - IP. Construction of the Goddess and Deification of Women in Hindu Religious Tradition. Fall 2011. Sree Padma Holt.

Focuses include (1) an examination of the manner in which the power of the feminine has been expressed mythologically and theologically in Hinduism; (2) how various categories of goddesses can be seen or not as the forms of the “great goddess”; and (3) how Hindu women have been deified, a process that implicates the relationship between the goddess and women. Students read a range of works, primary sources such as Devi Mahatmya, biographies and myths of deified women, and recent scholarship on goddesses and deified women. (Same as **Gender and Women’s Studies 289** and **Religion 289**.)

291c–299c. Intermediate Independent Study in Asian Studies. The Program.

[**318c. Pilgrimage: Narrative and Ritual.** (Same as **Religion 318**.)]

324c. Forbidden Capital. Spring 2011. Belinda Kong.

“To get rich is glorious!”—so goes the slogan popularly attributed to Deng Xiaoping, who ushered 1980s China into an era of economic liberalization. Examines contemporary Chinese diaspora fiction that responds to, struggles with, and/or satirizes the paradoxes of socialist capitalism. Also explores recent political debates about the democratizing promise of capitalism in relation to the history of Western capital in China, with attention to diaspora literature on colonial cities such as Hong Kong and pre-communist Shanghai. (Same as **English 324**.)

Prerequisite: One 200-level course in English or Asian studies, or permission of the instructor.

332b. Advanced Seminar in Japanese Politics. Spring 2012. Henry C. W. Laurence.

Analyzes the political, social, and cultural underpinnings of modern politics, and asks how democracy works in Japan compared with other countries. Explores how Japan has achieved stunning material prosperity while maintaining among the best healthcare and education systems in the world, high levels of income equality, and low levels of crime. Students are also instructed in conducting independent research on topics of their own choosing. (Same as **Government 332**.)

Prerequisite: **Asian Studies 282** (same as **Government 232**).

337b. Advanced Seminar in Democracy and Development in Asia. Spring 2011. Henry C. W. Laurence.

Examines development from a variety of political, economic, moral, and cultural perspectives. Is democracy a luxury that poor countries cannot afford? Are authoritarian governments better at promoting economic growth than democracies? Does prosperity lead to democratization? Are democratic values and human rights universal, or culturally specific? Emphasis on Japan, China, India, and the Koreas. (Same as **Government 337**.)

364c. Politics of Inequality in South Asia. Spring 2011. Rachel Sturman.

Examines how South Asians have conceptualized innate social differences (e.g., race, caste, religion, ethnicity, gender) as well as labor and poverty, and how they have put these ideas into practice during the past two centuries. Topics include histories of race, labor, sexuality, and citizenship under British imperialism and global capitalism; the emergence and vicissitudes of the concept of minority; and modern anti-caste struggles. Following a survey of major recent scholarship in the field, students pursue projects of their own design, culminating in a substantial original research paper. (Same as **History 364**.)

380c. The Warrior Culture of Japan. Spring 2011. Thomas D. Conlan.

Explores the “rise” of the warrior culture of Japan. In addition to providing a better understanding of the judicial and military underpinnings of Japan’s military “rule” and the nature of medieval Japanese warfare, shows how warriors have been perceived as a dominant force in Japanese history. Culminates in an extended research paper. (Same as **History 380**.)

Prerequisite: **Asian Studies 283** (same as **History 283**) or **284** (same as **History 284**), or permission of the instructor.

Note: This course fulfills the pre-modern requirement for history majors.

401c–404c. Advanced Independent Study and Honors in Asian Studies. The Program.

LANGUAGE COURSES

Chinese 101c. Elementary Chinese I. Fall 2010. Songren Cui.

A foundation course for communicative skills in modern Chinese (Mandarin). Five hours of class per week. Introduction to the sound system, essential grammar, basic vocabulary, and approximately 350 characters. Develops rudimentary communicative skills. No prerequisite. Followed by **Chinese 102**.

Chinese 102c. Elementary Chinese II. Spring 2011. Songren Cui.

A continuation of **Chinese 101**. Five hours of class per week. Covers most of the essential grammatical structures and vocabulary for basic survival needs and simple daily routine

conversations. Introduction to the next 350 characters, use of Chinese-English dictionary. Followed by **Chinese 203**.

Prerequisite: **Chinese 101** or permission of the instructor.

Chinese 203c. Intermediate Chinese I. Fall 2010. Yan Li.

An intermediate course in modern Chinese. Five hours of class per week. Consolidates and expands the knowledge of grammar and vocabulary, with 400 additional characters. Further improves students' Chinese proficiency with a focus on accuracy, fluency, and complexity. Followed by **Chinese 204**.

Prerequisite: **Chinese 102** or permission of the instructor.

Chinese 204c. Intermediate Chinese II. Spring 2011. Yan Li.

A continuation of **Chinese 203**. Five hours of class per week. Further develops students' communicative competence and strives to achieve a balance between the receptive and productive skills. Students learn another 400 characters; read longer, more complex texts; and write short compositions with increasing discourse cohesion. Followed by **Chinese 205**.

Prerequisite: **Chinese 203** or permission of the instructor.

Chinese 205c. Advanced-Intermediate Chinese I. Fall 2010. Songren Cui.

A pre-advanced course in modern Chinese. Three hours of class per week. Upgrades students' linguistic skills and cultural knowledge to explore edited or semi-authentic materials. Followed by **Chinese 206**.

Prerequisite: **Chinese 204** or permission of the instructor.

Chinese 206c. Advanced-Intermediate Chinese II. Spring 2011. Songren Cui.

A continuation of **Chinese 205**. Three hours of class per week. Focuses on the improvement of reading comprehension and speed, and essay writing skills. Deals particularly with edited and/or authentic materials from Chinese mass media such as newspapers and the Internet. Followed by **Chinese 307**.

Prerequisite: **Chinese 205** or permission of the instructor.

Chinese 307c. Advanced Chinese I. Fall 2010. Yan Li.

Designed to develop mastery of the spoken and written language. Emphasis given to reading and writing, with focus on accuracy, complexity, and fluency in oral as well as written expression. Assigned work includes written composition and oral presentations.

Prerequisite: **Chinese 206** or permission of the instructor.

Chinese 308c. Advanced Chinese II. Spring 2011. Yan Li.

Continuation of **Chinese 307**.

Prerequisite: **Chinese 307** or permission of the instructor.

Japanese 101c. Elementary Japanese I. Fall 2010. Mitsuko Numata.

An introductory course in modern Japanese language. In addition to mastering the basics of grammar, emphasis is placed on active functional communication in the language, reading, and listening comprehension. Context-oriented conversation drills are complemented by audio materials. The two kana syllabaries and 60 commonly used kanji are introduced. No prerequisite. Followed by **Japanese 102**.

Japanese 102c. Elementary Japanese II. Spring 2011. Mitsuko Numata.

A continuation of the fundamentals of Japanese grammar structures and further acquisition of spoken communication skills, listening comprehension, and proficiency in reading and writing. Introduces an additional 90 kanji.

Prerequisite: **Japanese 101** or permission of the instructor.

Japanese 203c. Intermediate Japanese I. Fall 2010. Vyjayanthi Selinger.

An intermediate course in modern Japanese language, with introduction of advanced grammatical structures, vocabulary, and characters. Continuing emphasis on acquisition of well-balanced language skills based on an understanding of the actual use of the language in the Japanese socio-cultural context. Introduces an additional 100 kanji.

Prerequisite: **Japanese 102** or permission of the instructor.

Japanese 204c. Intermediate Japanese II. Spring 2011. Vyjayanthi Selinger.

A continuation of **Japanese 203** with the introduction of more advanced grammatical structures, vocabulary, and characters.

Prerequisite: **Japanese 203** or permission of the instructor.

Japanese 205c. Advanced-Intermediate Japanese I. Fall 2010. Mitsuko Numata.

Increases students' proficiency in both spoken and written modern Japanese. A variety of written and audiovisual materials are used to consolidate and expand mastery of more advanced grammatical structures and vocabulary. Includes oral presentation, discussion, and composition in Japanese.

Prerequisite: **Japanese 204** or permission of the instructor.

Japanese 206c. Advanced-Intermediate Japanese II. Spring 2011. Mitsuko Numata.

A continuation and progression of materials used in **Japanese 205**.

Prerequisite: **Japanese 205** or permission of the instructor.

[**Japanese 307c. Advanced Japanese I.**]

[**Japanese 308c. Advanced Japanese II.**]

BIOCHEMISTRY

Barry A. Logan, *Program Director*

Jocelyn M. Lloyd, *Program Coordinator*

Professor: Bruce D. Kohorn (Biology)

Associate Professor: Anne E. McBride† (Biology)

Assistant Professors: Danielle H. Dube** (Chemistry), Benjamin C. Gorske (Chemistry)

Visiting Faculty: Aimee M. Eldridge

Contributing Faculty: Richard D. Broene, Barry A. Logan

Laboratory Instructor: Kate R. Farnham

Note: Following is a list of required and elective courses for the major in biochemistry. Please refer to the departments of Biology, Chemistry, Mathematics, and Physics for further information, including course descriptions, instructors, and semesters when these courses will next be offered.

Requirements for the Major in Biochemistry

All majors must complete the following courses: **Biology 102 or 109, 224; Chemistry 102 or 109, 225, 226, 232, 251; Mathematics 161, 171; Physics 103, 104.** Students are encouraged to complete the required biochemistry core courses by the end of their junior year so that they may take upper-level courses and participate in research in the senior year. Majors must also complete two courses from the following: **Biology 210** (same as **Environmental Studies 210**), **212, 214, 217, 218, 253, 257, 266, 304, 306, 307, 314, 317, 333, 401–404; Chemistry 210, 240, 252, 305** (same as **Environmental Studies 305**), **306** (same as **Environmental Studies 306**), **325, 326, 331, 401–404; Physics 223, 401–404.** Students may include as an elective one 400-level course. Students taking independent study courses for honors in the biochemistry major should register for **Biochemistry 401–404.**

Bowdoin College does not offer a minor in biochemistry.

Advanced Courses

401a–404a. Advanced Independent Study and Honors in Biochemistry. The Department.

BIOLOGY

Michael F. Palopoli, *Department Chair*

Julie J. Santorella, *Department Coordinator*

Professors: Patsy S. Dickinson† (Neuroscience), Amy S. Johnson, Bruce D. Kohorn (Biochemistry), Barry A. Logan, Carey R. Phillips**, Nathaniel T. Wheelwright

Associate Professors: Hadley Wilson Horch (Neuroscience), John Lichter† (Environmental Studies), Anne E. McBride† (Biochemistry), Michael F. Palopoli

Assistant Professors: Jack R. Bateman, William R. Jackman†

Visiting Faculty: Olaf Ellers, Rachel Larson, Daniel J. Thornhill

Visiting Scholar: Edward Ames

Director of Bowdoin Scientific Station on Kent Island: Damon P. Gannon

Laboratory Instructors: Pamela J. Bryer, Nancy J. Curtis, Kate R. Farnham, Janet Gannon, Stephen A. Hauptman, Nancy H. Olmstead, Jaret S. Reblin, Elizabeth Koski Richards, Peter E. Schlax

Requirements for the Major in Biology

The major consists of eight courses in the department exclusive of independent study and courses below the 100 level. Majors are required to complete **Biology 102 or 109**, and three of the twelve core courses. Core courses are divided into three groups. One course must be taken from each group. Majors are also required to complete four elective courses, at least two of which have to be higher than **250**.

Group 1:

Genetics and Molecular Biology; Microbiology; Developmental Biology; Biochemistry and Cell Biology; Neurobiology

Group 2:

Comparative Physiology; Plant Physiology; Developmental Biology; Neurobiology

Group 3:

Behavioral Ecology and Population Biology; Biology of Marine Organisms; Evolution; Community, Ecosystem and Global Change Ecology

Majors must also complete **Mathematics 171** (or above) or **Mathematics 161** and one of the following: **Mathematics 165**, **Psychology 252**. Additional requirements are **Physics 103** (or any physics course that has a prerequisite of **Physics 103**), **Chemistry 109**, and **Chemistry 225**. Students are advised to complete **Biology 102** or **109** and the mathematics, physics, and chemistry courses by the end of the sophomore year. Students planning postgraduate education in science or the health professions should note that graduate and professional schools are likely to have additional admissions requirements in mathematics, physics, and chemistry. Advanced placement credits may not be used to fulfill any of the course requirements for the major.

Interdisciplinary Majors

The department participates in interdisciplinary programs in biochemistry, environmental studies, and neuroscience. See pages 73, 131, and 229.

Requirements for the Minor in Biology

The minor consists of two courses within the department at the 100 level or above, and two courses to be taken from two of the three core groups. See Requirements for the Major in Biology.

First-Year Seminars

For a full description of first-year seminars, see pages 147–58.

[23a. Personal Genomes.]

Introductory, Intermediate, and Advanced Courses

[55a - INS. **Science of Food and Wine.** (Same as **Chemistry 55**.)]

61a - INS. Your First Nine Months: From Conception to Birth. Spring 2012. Carey R. Phillips.

Covers the biological events from the process of fertilization through early development and birth of a human. Intended for those who have had little biology or do not intend to major in biology. Explores the formation of the major organ systems and how the parts of the body are constructed in the correct places and at the correct times. Also discusses topics such as cloning and the effects of prenatal use of drugs as they relate to the biological principles involved in early human development. Includes a few in-class laboratory sessions in which students learn to do experiments, and collect, analyze, and interpret data.

71a - INS, VPA. Bird Song, Human Song. Spring 2011. Robert Greenlee and Nathaniel T. Wheelwright.

A study of avian and human melodies, including the mechanics, anatomy, neurobiology, and endocrinology of sound production and recognition in birds and humans; ecological, geographical, and evolutionary contexts of song; and interspecific influences on songs and calls, identified aurally and through basic music notation, are used to inspire new musical compositions that explore the musical relationships between humans and birds. Requires field trips and anatomy laboratories; no music or biology experience is required or presumed. (Same as **Environmental Studies 71** and **Music 71**.)

[79a - INS. **Agriculture: Ancient and Modern.** (Same as **Environmental Studies 79**.)]

85a - INS. From Brain to Behavior. Fall 2010. Hadley Wilson Horch.

All human social, cognitive, and sexual behaviors require complex functions of the nervous system. For example, the brain and spinal cord together work to control body movements, senses, learning and memory, language, emotions, dreaming, and all other complex thought processes. Surveys the biology underlying these nervous system functions. Diseases of the brain, drug actions, injury and repair are also discussed. Includes comparative examinations of nervous systems in other organisms.

101a - MCSR, INS. Biological Principles I. Fall 2010. Bruce D. Kohorn. Fall 2011. Anne McBride.

The first in a two-semester introductory biology sequence. Topics include fundamental principles of cellular and molecular biology with an emphasis on providing a problem-solving approach to an understanding of genes, RNA, proteins, and cell structure and communication. Focuses on developing quantitative skills, as well as critical thinking and problem solving skills. Lecture and weekly laboratory/discussion groups. *First-year students are required to take the biology placement examination prior to orientation.*

102a - MCSR, INS. Biological Principles II. Spring 2011. Barry Logan.

The second in a two-semester introductory biology sequence. Emphasizes fundamental biological principles extending from the physiological to the ecosystem level of living organisms. Topics include physiology, ecology, and evolutionary biology, with a focus on developing quantitative skills as well as critical thinking and problem solving skills. Lecture and weekly laboratory/discussion groups.

Prerequisite: **Biology 101.**

109a - MCSR, INS. Scientific Reasoning in Biology. Every semester. Fall 2010. Rachel Larsen and Michael F. Palopoli. Spring 2011. Jack Bateman and Amy S. Johnson.

Lectures examine fundamental biological principles, from the sub-cellular to the ecosystem level with an emphasis on critical thinking and the scientific method. Laboratory sessions will help develop a deeper understanding of the techniques and methods of the biological science by requiring students to design and conduct their own experiments. Lecture and weekly laboratory/discussion groups.

[154a. **Ecology of the Gulf of Maine and Bay of Fundy.** (Same as **Environmental Studies 154.**)]

158a - MCSR, INS. Perspectives in Environmental Science. Every spring. Spring 2011. Philip Camill and Dharni Vasudevan.

Functioning of the earth system is defined by the complex and fascinating interaction of processes within and between four principal spheres: land, air, water, and life. Leverages key principles of environmental chemistry and ecology to unravel the intricate connectedness of natural phenomena and ecosystem function. Fundamental biological and chemical concepts are used to understand the science behind the environmental dilemmas facing societies as a consequence of human activities. Laboratory sessions consist of local field trips, laboratory experiments, group research, case study exercises, and discussions of current and classic scientific literature. (Same as **Chemistry 105** and **Environmental Studies 201.**)

Prerequisite: One 100-level or higher course in biology, chemistry, earth and oceanographic science, or physics.

174a - MCSR. Biomathematics. Every fall. Mary Lou Zeeman.

A study of mathematical methods driven by questions in biology. Biological questions are drawn from a broad range of topics, including disease, ecology, genetics, population dynamics, neurobiology, endocrinology, and biomechanics. Mathematical methods include compartmental models, matrices, linear transformations, eigenvalues, eigenvectors, matrix iteration, and simulation; ODE models and simulation, stability analysis, attractors, oscillations and limiting behavior, mathematical consequences of feedback, and multiple time-scales. Three hours of class meetings and two hours of computer laboratory sessions per week. Within the biology major, this course may count as the mathematics credit or as biology credit, but not both. Students are expected to have taken a year of high school or college biology prior to this course. (Same as **Mathematics 204** [formerly **Mathematics 174**].)

Prerequisite: **Mathematics 161** or higher, or permission of the instructor.

202. 3-D Digital Animation Studio. Fall 2010 and 2012. Carey R. Phillips.

Explores the uses of art and three-dimensional animations in communicating complex dynamic and spatial relationships, primarily as they pertain to explaining scientific concepts. Students use primary literature to explore a science problem in a seminar-type format. Study of filmmaking and use of high-end three-dimensional animation software. Concludes with a team effort to create a three-dimensional animated film of the science problem. (Same as **Visual Arts 255**.)

210a - MCSR, INS. Plant Physiology. Fall 2010. Barry A. Logan.

An introduction to the physiological processes that enable plants to grow under the varied conditions found in nature. General topics discussed include the acquisition, transport, and use of water and mineral nutrients, photosynthetic carbon assimilation, and the influence of environmental and hormonal signals on development and morphology. Adaptation and acclimation to extreme environments and other ecophysiological subjects are also discussed. Weekly laboratories reinforce principles discussed in lecture and expose students to modern research techniques. (Same as **Environmental Studies 210**.)

Prerequisite: **Biology 102, 104, 105, or 109**.

212a - MCSR, INS. Genetics and Molecular Biology. Every fall. Jack R. Bateman.

Integrated coverage of organismic and molecular levels of genetic systems. Topics include modes of inheritance, the structure and function of chromosomes, the mechanisms and control of gene expression, recombination, mutagenesis, techniques of molecular biology, and human genetic variation. Laboratory sessions are scheduled.

Prerequisite: **Biology 102, 104, 105, or 109**.

213a - MCSR, INS. Neurobiology. Every fall. Hadley Wilson Horch.

Examines fundamental concepts in neurobiology from the molecular to the systems level. Topics include neuronal communication, gene regulation, morphology, neuronal development, axon guidance, mechanisms of neuronal plasticity, sensory systems, and the molecular basis of behavior and disease. Weekly lab sessions introduce a wide range of methods used to examine neurons and neuronal systems.

Prerequisite: One of the following: **Biology 102, 104, 105, 109, or Psychology 251**.

214a - MCSR, INS. Comparative Physiology. Spring 2011. Olaf Ellers.

An examination of animal function, from the cellular to the organismal level. The underlying concepts are emphasized, as are the experimental data that support our current understanding of animal function. Topics include the nervous system, hormones, respiration, circulation, osmoregulation, digestion, and thermoregulation. Labs are short, student-designed projects involving a variety of instrumentation. Lectures and four hours of laboratory work per week.

Prerequisite: **Biology 102, 104, 105, or 109.**

215a - MCSR, INS. Behavioral Ecology and Population Biology. Fall 2010. Nathaniel T. Wheelwright.

Study of the behavior of animals and plants, and the interactions between organisms and their environment. Topics include population growth and structure, and the influence of competition, predation, and other factors on the behavior, abundance, and distribution of plants and animals. Laboratory sessions, field trips, and research projects emphasize concepts in ecology, evolution and behavior, research techniques, and the natural history of local plants and animals. Optional field trip to the Bowdoin Scientific Station on Kent Island. (Same as **Environmental Studies 215.**)

Prerequisite: **Biology 102, 104, 105, or 109.**

216a - MCSR, INS. Evolution. Every spring, Michael Palopoli.

Examines one of the most breathtaking ideas in the history of science—that all life on this planet descended from a common ancestor. An understanding of evolution illuminates every subject in biology, from molecular biology to ecology. Provides a broad overview of evolutionary ideas, including the modern theory of evolution by natural selection, evolution of sexual reproduction, patterns of speciation and macro-evolutionary change, evolution of sexual dimorphisms, selfish genetic elements, and kin selection. Laboratory sessions are devoted to semester-long, independent research projects.

Prerequisite: **Biology 102, 104, 105, or 109.**

217a - MCSR, INS. Developmental Biology. Fall 2010. Carey Phillips.

An examination of current concepts of embryonic development, with an emphasis on experimental design. Topics include cell fate specification, morphogenetic movements, cell signaling, differential gene expression and regulation, organogenesis, and the evolutionary context of model systems. Project-oriented laboratory work emphasizes experimental methods. Lectures and three hours of laboratory per week.

Prerequisite: **Biology 102, 104, 105, or 109.**

218a - INS. Microbiology. Spring 2011. Rachel Larsen.

An examination of the structure and function of microorganisms, from viruses to bacteria to fungi, with an emphasis on molecular descriptions. Subjects covered include microbial structure, metabolism, and genetics. Control of microorganisms and environmental interactions are also discussed. Laboratory sessions every week. **Chemistry 225** is recommended.

Prerequisite: **Biology 102, 104, 105, or 109.**

219a - MCSR, INS. Biology of Marine Organisms. Every fall. Amy Johnson.

The study of the biology and ecology of marine mammals, seabirds, fish, intertidal and subtidal invertebrates, algae, and plankton. Also considers the biogeographic consequences of global and

local ocean currents on the evolution and ecology of marine organisms. Laboratories, field trips, and research projects emphasize natural history, functional morphology, and ecology. Lectures and three hours of laboratory or field trip per week. One weekend field trip included. (Same as **Environmental Studies 219.**)

Prerequisite: **Biology 102, 104, 105, or 109.**

224a - MCSR, INS. Biochemistry and Cell Biology. Every spring. Bruce D. Kohorn.

Focuses on the structure and function of cells as we have come to know them through the interpretation of direct observations and experimental results. Emphasis is on the scientific (thought) processes that have allowed us to understand what we know today, emphasizing the use of genetic, biochemical, and optical analysis to understand fundamental biological processes. Covers details of the organization and expression of genetic information, and the biosynthesis, sorting, and function of cellular components within the cell. Concludes with examples of how cells perceive signals from other cells within cell populations, tissues, organisms, and the environment. Three hours of lab each week. **Chemistry 225** is recommended.

Prerequisite: **Biology 102, 104, 105, or 109.**

225a - MCSR, INS. Community, Ecosystem, and Global Change Ecology. Fall 2011. John Lichter.

Community ecology is the study of dynamic patterns in the distribution and abundance of organisms. Ecosystem ecology is the study of the flow of energy and cycling of matter through ecological communities. Global change ecology examines how human activities alter communities and ecosystems and how these changes play out at the global scale. Topics include the creation and maintenance of biodiversity, the complexity of species interactions in food webs, the role of disturbance in ecological processes, the importance of biodiversity in ecosystem processes, and human influences on global biogeochemical cycles and climate change. Laboratory sessions consist of local field trips, team research exercises, and independent field research projects. Current and classic scientific literature is discussed weekly. (Same as **Environmental Studies 225.**)

Prerequisite: **Biology 102, 104, 105, or 109.**

253a. Neurophysiology. Fall 2011. Patsy S. Dickinson.

A comparative study of the function of the nervous system in invertebrate and vertebrate animals. Topics include the physiology of individual nerve cells and their organization into larger functional units, the behavioral responses of animals to cues from the environment, and the neural mechanisms underlying such behaviors. Lectures and four hours of laboratory work per week.

Prerequisite: **Biology 102, 104, 105, or 109; and Biology 213, 214, or Psychology 218.**

254a - MCSR, INS. Biomechanics. Spring 2011. Amy S. Johnson.

Examines the quantitative and qualitative characterization of organismal morphology, and explores the relationship of morphology to measurable components of an organism's mechanical, hydrodynamic, and ecological environment. Lectures, labs, field trips, and individual research projects emphasize (1) analysis of morphology, including analyses of the shape of individual organisms as well as of the mechanical and molecular organization of their tissues; (2) characterization of water flow associated with organisms; and (3) analyses

of the ecological and mechanical consequences to organisms of their interaction with their environment. Introductory physics and calculus are strongly recommended.

Prerequisite: **Biology 102, 104, 105, or 109**, or one 100-level course in chemistry, earth and oceanographic science, mathematics, or physics.

[257a. Immunology.]

263a - MCSR, INS. Laboratory in Molecular Biology and Biochemistry. Spring 2011.

Aimee E. Eldridge.

Comprehensive laboratory course in molecular biology and biochemistry that reflects how research is conducted and communicated. Includes sequential weekly experiments, resulting in a cohesive, semester-long research project. Begins with genetic engineering to produce a recombinant protein, continues with its purification, and finishes with functional and structural characterization. Emphasis is on cloning strategy, controlling protein expression, and protein characterization using techniques such as polymerase chain reaction, affinity chromatography, isoelectric focusing, and high-performance liquid chromatography. Students also learn to manipulate data using structural and image analysis software. Spring 2011 will be the last time **Biology 263** (same as **Chemistry 263**) is offered. (Same as **Chemistry 263**.)

Prerequisite: Previous credit or concurrent registration in **Biology 224**.

266a. Molecular Neurobiology. Every spring. Hadley Wilson Horch.

Examination of the molecular control of neuronal structure and function. Topics include the molecular basis of neuronal excitability, the factors involved in chemical and contact-mediated neuronal communication, and the complex molecular control of developing and regenerating nervous systems. Weekly laboratories complement lectures by covering a range of molecular and cellular techniques used in neurobiology and culminate in brief independent projects.

Prerequisite: **Biology 102, 104, 105, or 109**; and one of the following: **Biology 212, 213, 224, 253, or Psychology 218**.

271a. Biology of Marine Mammals. Fall 2010. Damon Gannon.

Examines the biology of cetaceans, pinnipeds, sirenians, and sea otters. Topics covered include diversity, evolution, morphology, physiology, ecology, behavior, and conservation. Detailed consideration is given to the adaptations that allow these mammals to live in the sea. Consists of lecture, discussion of primary literature, lab, field trips, and student-selected case studies. Laboratory and field exercises consider anatomy, biogeography, social organization, foraging ecology, population dynamics, bioacoustics, and management of the marine mammal species found in the Gulf of Maine. (Same as **Environmental Studies 271**.)

Prerequisite: One of the following: **Biology 154** (same as **Environmental Studies 154**), **158** (same as **Chemistry 105** and **Environmental Studies 201**), **215** (same as **Environmental Studies 215**), **216, 219** (same as **Environmental Studies 219**), or **225** (same as **Environmental Studies 225**).

[274a - MCSR, INS. **Marine Conservation Biology.** (Same as **Environmental Studies 274**.)]

280a. Plant Responses to the Environment. Spring 2011. Barry A. Logan.

Plants can be found growing under remarkably stressful conditions. Even your own backyard poses challenges to plant growth and reproduction. Survival is possible only because of a diverse suite of elegant physiological and morphological adaptations. The physiological ecology of plants from extreme habitats (e.g., tundra, desert, hypersaline) is discussed, along with the

responses of plants to environmental factors such as light and temperature. Readings from the primary literature facilitate class discussion. Excursions into the field and laboratory exercises complement class material. (Same as **Environmental Studies 280**.)

Prerequisite: **Biology 210** or **225**, or permission of the instructor.

291a–294a. Intermediate Independent Study in Biology. The Department.

302a. Earth Climate History and Its Impacts on Ecosystems and Human Civilizations.

Spring 2012. Philip Camill.

The modern world is experiencing rapid climate warming and some parts extreme drought, which will have dramatic impacts on ecosystems and human societies. How do contemporary warming and aridity compare to past changes in climate over the last billion years? Are modern changes human-caused or part of the natural variability in the climate system? What effects did past changes have on global ecosystems and human societies? Students use environmental records from rocks, soils, ocean cores, ice cores, lake cores, fossil plants, and tree rings to assemble proxies of past changes in climate, atmospheric CO₂, and disturbance to examine several issues: long-term carbon cycling and climate, major extinction events, the rise of C4 photosynthesis and the evolution of grazing mammals, orbital forcing and glacial cycles, glacial refugia and post-glacial species migrations, climate change and the rise and collapse of human civilizations, climate/overkill hypothesis of Pleistocene megafauna, climate variability, drought cycles, climate change impacts on disturbances (fire and hurricanes), and determining natural variability vs. human-caused climate change. One introductory biology (with ecology or evolution focus), chemistry, or earth and oceanographic science course is required. Prior enrollment in a 200-level ecology or earth and oceanographic science course is recommended. (Same as **Earth and Oceanographic Science 302** and **Environmental Studies 302**.)

304a. Topics in Molecular Biology. Fall 2011. Anne E. McBride.

Seminar exploring the numerous roles of ribonucleic acid, from the discovery of RNA as a cellular messenger to the development of RNAs to treat disease. Topics covered also include RNA enzymes, interactions of RNA viruses with host cells, RNA tools in biotechnology, and RNA as a potential origin of life. Focuses on discussions of papers from the primary literature.

Prerequisite: **Biology 212**, **218**, **224**, or **Chemistry 232**, or permission of the instructor.

307a. Evolutionary Developmental Biology. Spring 2012. William Jackman.

Advanced seminar investigating the synergistic but complex interface between the fields of developmental and evolutionary biology. Topics include the evolution of novel structures, developmental constraints to evolution, evolution of developmental gene regulation, and the generation of variation. Readings and discussions from the primary scientific literature.

Prerequisite: One of the following: **Biology 216**, **217**, **218**, **224**, or **266**, or permission of the instructor.

314a. Advanced Genetics and Epigenetics. Spring 2011. Jack R. Bateman.

A seminar exploring the complex relationship between genotype and phenotype, with an emphasis on emerging studies of lesser-known mechanisms of inheritance and gene regulation. Topics include dosage compensation, parental imprinting, paramutation, random monoallelic expression, gene regulation by small RNAs, DNA elimination, copy number polymorphism, and prions. Reading and discussion of articles from the primary literature.

Prerequisite: **Biology 212**.

317a. Molecular Evolution. Every fall. Michael F. Palopoli.

The dynamics of evolutionary change at the molecular level are examined. Topics include neutral theory of molecular evolution, rates and patterns of change in nucleotide sequences and proteins, molecular phylogenetics, and genome evolution. Students read and discuss papers from the scientific literature, and complete independent projects in the laboratory.

Prerequisite: One of the following: **Biology 212, 216, 217, 218,** or **224,** or permission of the instructor.

318a. Neuroethology. Spring 2011. Lisa A. Mangiamele.

Neuroethology is the study of the neural basis of animal behavior. It approaches studying the nervous system by examining the mechanisms that have evolved to solve problems encountered by animals in their natural environment. Topics include behaviors related to orientation and migration, social communication, feeding, and reproduction. Current scientific literature emphasized. (Same as **Psychology 318.**)

Prerequisite: **Psychology 218** or **Biology 213,** and **Psychology 252** or **Mathematics 165.**

323a. Life in Extreme Environments. Fall 2010. Rachel Larsen.

Microbes can be found living in nearly every niche on earth including many that were once thought to be devoid of life. Topics include the dramatic adaptations necessary for survival and growth in extremes such as thermal vents, acid pools, desert rocks, and ancient ice. Also considers how more familiar microbes may have versatile lifestyles and adapt to varying conditions and stressors through gene regulation.

Prerequisite: One of the following: **Biology 212, 217, 218,** or **224,** or permission of the instructor.

[325a. Topics in Neuroscience.]**[329a. Neuronal Regeneration.]****333a. Advanced Cell and Molecular Biology.** Fall 2010 and 2012. Bruce D. Kohorn.

An exploration of the multiple ways cells have evolved to transmit signals from their external environment to cause alterations in cell architecture, physiology, and gene expression. Examples are drawn from both single-cell and multi-cellular organisms, including bacteria, fungi, algae, land plants, insects, worms, and mammals. Emphasis is on the primary literature, with directed discussion and some background introductory remarks for each class.

Prerequisite: **Biology 224** or permission of the instructor.

394a. The Ecology and Environmental History of Merrymeeting Bay. Fall 2011. John Lichter.

Merrymeeting Bay, a globally rare, inland freshwater river delta and estuary that supports productive and diverse biological communities, is home to numerous rare and endangered species and is critical habitat for migratory and resident waterfowl, as well as anadromous fish. Explores the ecology and environmental history of Merrymeeting Bay in order to understand how its rare natural habitats might best be managed. Students participate in a thorough review of the scientific and historical literature related to Merrymeeting Bay, and help plan, conduct, and analyze a group study investigating some aspect of the ecology and/or environmental

history of the bay, with the intent of submitting a manuscript for publication in an appropriate scientific journal. (Same as **Environmental Studies 394**.)

Prerequisite: **Biology 215** (same as **Environmental Studies 215**), **219** (same as **Environmental Studies 219**), or **225** (same as **Environmental Studies 225**); or **Environmental Studies 201** (same as **Biology 158** and **Chemistry 105**).

397a. Advanced Winter Field Ecology. Spring 2012. Nathaniel T. Wheelwright.

Exploration of advanced concepts in ecology and evolutionary biology, and the natural history of plants, animals, and ecosystems in winter in Maine. Structured around group research projects in the field. Each week, field trips focus on a different study site, set of questions, and taxon (e.g., host specificity in wood fungi, foraging behavior of aquatic insects, estimation of mammal population densities, winter flocking behavior in birds). Students learn to identify local winter flora and fauna, evaluate readings from the primary literature, analyze data from field research projects, and present their results each week in a research seminar. Field trip to the Bowdoin Scientific Station on Kent Island. (Same as **Environmental Studies 397**.)

Prerequisite: **Biology 215** (same as **Environmental Studies 215**) or **258** or permission of the instructor.

401a–404a. Advanced Independent Study and Honors in Biology. The Department.

CHEMISTRY

Richard D. Broene, *Department Chair*

Jocelyn M. Lloyd, *Department Coordinator*

Professors: Richard D. Broene, Ronald L. Christensen, Jeffrey K. Nagle, Elizabeth A. Stemmler

Associate Professor: Dharni Vasudevan (Environmental Studies)

Assistant Professors: Danielle H. Dube** (Biochemistry), Benjamin C. Gorske (Biochemistry), Laura F. Voss†

Visiting Faculty: Michael P. Danahy, Aimee M. Eldridge, Daniel M. Steffenson

Laboratory Instructors: Rene L. Bernier, Martha B. Black, Beverly G. DeCoster, Judith C. Foster, Colleen T. McKenna, Paulette M. Messier

Requirements for the Major in Chemistry

The required courses are **Chemistry 102** or **109**, **210**, **225**, **240**, **251**, **252**, and **205** (same as **Earth and Oceanographic Science 205** and **Environmental Studies 205**) or **226**; and any two upper-level electives, including **Chemistry 232** or courses at the 300 level or above. Students who have completed a rigorous secondary school chemistry course should begin with **Chemistry 109**. **Chemistry 101** is a course intended for students who have had limited preparation for college chemistry. First-year students must take the chemistry placement exam to ensure proper placement in **101**, **109**, or higher. In addition to these chemistry courses, chemistry majors also are required to take **Physics 103** and **104**, and **Mathematics 161** and **171**.

The chemistry major can serve as preparation for many career paths after college, including the profession of chemistry, graduate studies in the sciences, medicine, secondary school teaching, and many fields in the business world. The department offers programs based on the interests and goals of the student; therefore, a prospective major should discuss his or her plans with the department as soon as possible. Regardless of career goals, students are encouraged to develop

their critical thinking and problem-solving skills by participating in a collaborative student-faculty research project (**Chemistry 291–294, 401–404**, or summer research).

The department also offers an American Chemical Society-certified major in chemistry. The requirements for certification are met by taking advanced electives in chemistry—**Chemistry 232, 310, and 340**; two semesters of laboratory-based independent study; and **Mathematics 181**. Students interested in this certification program should consult with the department.

The department encourages its students to round out the chemistry major with relevant courses in other departments, depending on individual needs. These might include electives in other departments that provide extensive opportunities for writing and speaking, or courses concerned with technology and society. Students interested in providing a particular interdisciplinary emphasis to their chemistry major should consider additional courses in biology and biochemistry, computer science, earth and oceanographic science, economics, education, mathematics, or physics.

Independent Study

Students may engage in independent study at the intermediate (**291–294**) or advanced (**401–404**) level.

Interdisciplinary Majors

The department participates in interdisciplinary programs in biochemistry, chemical physics, and environmental studies. See pages 73, 205, and 131.

Requirements for the Minor in Chemistry

The minor consists of four chemistry courses at or above the 200 level. Biochemistry majors may not minor in chemistry.

First-Year Seminars

For a full description of first-year seminars, see pages 147–58.

11a. Great Issues in Science. Fall 2010. Daniel M. Steffenson.

Introductory, Intermediate, and Advanced Courses

[**55a - INS. Science of Food and Wine.** (Same as **Biology 55.**)]

56a - MCSR, INS. Investigations: The Chemistry of Forensic Science. Spring 2011. Elizabeth A. Stemmler.

A study of scientific principles that underlie chemical, instrumental, and some biological techniques used in criminal investigations by forensic scientists. Focuses on understanding materials at an atomic or molecular level to learn how forensic chemistry is used to make qualitative and quantitative measurements key to forensic investigations. Makes use of case studies and the study of specific chemical, physical, and spectroscopic techniques used in forensic investigations. Assumes no background in science. Students will take part in three to four laboratory experiences. Not open to students who have credit for a chemistry course numbered **100** or higher.

57a - INS. Chemistry of Poisons. Fall 2010. Michael P. Danahy.

An examination of the structure and biological function of selected poisons and toxins. Topics include investigating the three-dimensional structure of molecules, how structure and function are related, and the chemistry and policy decisions involved in labeling something a “poison.”

Assumes no background in science. Not open to students who have credit for a chemistry course numbered **100** or higher.

[**58a - INS. Drug Discovery.**]

101a - INS. Introductory Chemistry I. Every fall. Jeffrey K. Nagle.

The first course in a two-semester introductory college chemistry sequence. Introduction to the states of matter and their properties, stoichiometry and the mole unit, properties of gases, thermochemistry, atomic structure, and periodic properties of the elements. Lectures, review sessions, and four hours of laboratory work per week. *To ensure proper placement, students must take the chemistry placement examination and must be recommended for placement in **Chemistry 101**. Students continuing in chemistry will take **Chemistry 102**, not **Chemistry 109**, as their next chemistry course.*

102a. Introductory Chemistry II. Every spring. Elizabeth A. Stemmler.

The second course in a two-semester introductory college chemistry sequence. Introduction to chemical bonding and intermolecular forces; characterization of chemical systems at equilibrium and spontaneous processes; the rates of chemical reactions; and special topics. Lectures, review sessions, and four hours of laboratory work per week.

Prerequisite: **Chemistry 101** or permission of the instructor.

105a - MCSR, INS. Perspectives in Environmental Science. Every spring. Spring 2011. Philip Camill and Dharni Vasudevan.

Functioning of the earth system is defined by the complex and fascinating interaction of processes within and between four principal spheres: land, air, water, and life. Leverages key principles of environmental chemistry and ecology to unravel the intricate connectedness of natural phenomena and ecosystem function. Fundamental biological and chemical concepts are used to understand the science behind the environmental dilemmas facing societies as a consequence of human activities. Laboratory sessions consist of local field trips, laboratory experiments, group research, case study exercises, and discussions of current and classic scientific literature. (Same as **Biology 158** and **Environmental Studies 201**.)

Prerequisite: One 100-level or higher course in biology, chemistry, earth and oceanographic science, or physics.

109a - MCSR, INS. General Chemistry. Every fall and spring. Fall 2010. Ronald L. Christensen. Spring 2011. The Department.

A one-semester introductory chemistry course. Introduction to models of atomic structure, chemical bonding, and intermolecular forces; characterization of chemical systems at equilibrium and spontaneous processes; the rates of chemical reactions; and special topics. Lectures, review sessions, and four hours of laboratory work per week. *To ensure proper placement, students must take the chemistry placement examination and must be recommended for placement in **Chemistry 109**.*

[**205a - INS. Environmental Chemistry.** (Same as **Earth and Oceanographic Science 205** and **Environmental Studies 205**.)]

210a - MCSR, INS. Chemical Analysis. Every fall. Elizabeth A. Stemmler.

Methods of separating and quantifying inorganic and organic compounds using volumetric, spectrophotometric, electrometric, and chromatographic techniques are covered. Chemical

equilibria and the statistical analysis of data are addressed. Lectures and four hours of laboratory work per week.

Prerequisite: **Chemistry 102** or **109**, or any 200-level course in chemistry.

225a. Organic Chemistry I. Every fall. Richard D. Broene, Michael P. Danahy, and Benjamin C. Gorske.

Introduction to the chemistry of the compounds of carbon. Describes bonding, conformations, and stereochemistry of small organic molecules. Reactions of hydrocarbons, alkyl halides, and alcohols are discussed. Kinetic and thermodynamic data are used to formulate reaction mechanisms. Lectures, review sessions, and four hours of laboratory work per week.

Prerequisite: **Chemistry 102** or **109**, or any 200-level course in chemistry.

226a. Organic Chemistry II. Every spring. Richard D. Broene, Michael P. Danahy, and Benjamin C. Gorske.

Continuation of the study of the compounds of carbon. Highlights the reactions of aromatic, carbonyl-containing, and amine functional groups. Mechanistic reasoning provides a basis for understanding these reactions. Skills for designing logical synthetic approaches to complex organic molecules are developed. **Chemistry 225** and **226** cover the material of the usual course in organic chemistry and form a foundation for further work in organic chemistry and biochemistry. Lectures, review sessions, and four hours of laboratory work per week.

Prerequisite: **Chemistry 225**.

232a - MCSR. Biochemistry. Fall 2010. Aimee M. Eldridge.

Focuses on the chemistry of living organisms. Topics include structure, conformation, and properties of the major classes of biomolecules (proteins, nucleic acids, carbohydrates, and lipids); enzyme mechanisms, kinetics, and regulation; metabolic transformations; energetics and metabolic control. Beginning in 2011–2012, **Chemistry 232** will be offered in the spring semester and will include laboratory sessions.

Prerequisite: **Chemistry 226**.

240a - MCSR, INS. Inorganic Chemistry. Every spring. Jeffrey K. Nagle.

An introduction to the chemistry of the elements with a focus on chemical bonding, periodic properties, and coordination compounds. Topics in solid state, bioinorganic, and environmental inorganic chemistry also are included. Provides a foundation for further work in chemistry and biochemistry. Lectures and four hours of laboratory work per week.

Prerequisite: **Chemistry 102** or **109**, or any 200-level course in chemistry.

251a - MCSR, INS. Chemical Thermodynamics and Kinetics. Every fall. Daniel M. Steffenson.

Thermodynamics and its application to chemical changes and equilibria that occur in the gaseous, solid, and liquid states. The behavior of systems at equilibrium and chemical kinetics are related to molecular properties by means of statistical mechanics and the laws of thermodynamics. Lectures and four hours of laboratory work per week. **Mathematics 181** is recommended.

Prerequisite: **Chemistry 102** or **109**, or any 200-level course in chemistry; **Mathematics 171** or higher; and **Physics 104**; or permission of the instructor.

252a - MCSR, INS. Quantum Chemistry and Spectroscopy. Every spring. Ronald L. Christensen.

Development and principles of quantum chemistry with applications to atomic structure, chemical bonding, chemical reactivity, and molecular spectroscopy. Lectures and four hours of laboratory work per week. **Mathematics 181** is recommended.

Prerequisite: **Chemistry 102** or **109**, or any 200-level course in chemistry; **Mathematics 171** or higher; and **Physics 104**; or permission of the instructor.

Note: **Chemistry 251** is not a prerequisite for **Chemistry 252**.

263a - MCSR, INS. Laboratory in Molecular Biology and Biochemistry. Spring 2011. Aimee E. Eldridge.

Comprehensive laboratory course in molecular biology and biochemistry that reflects how research is conducted and communicated. Includes sequential weekly experiments, resulting in a cohesive, semester-long research project. Begins with genetic engineering to produce a recombinant protein, continues with its purification, and finishes with functional and structural characterization. Emphasis is on cloning strategy, controlling protein expression, and protein characterization using techniques such as polymerase chain reaction, affinity chromatography, isoelectric focusing, and high-performance liquid chromatography. Students also learn to manipulate data using structural and image analysis software. Spring 2011 will be the last time **Chemistry 263** (same as **Biology 263**) is offered. (Same as **Biology 263**.)

Prerequisite: Previous credit or concurrent registration in **Biology 224**.

291a–294a. Intermediate Independent Study in Chemistry. The Department.

Laboratory or literature-based investigation of a topic in chemistry. Topics are determined by the student and a supervising faculty member. Designed for students who have not completed at least four of the 200-level courses required for the chemistry major.

[**305a. Environmental Fate of Organic Chemicals.** (Same as **Environmental Studies 305**.)]

306a. Advanced Environmental Organic Chemistry. Spring 2011. Dharni Vasudevan.

Human activities result in the intentional or inadvertent release of organic chemicals into the natural environment. Interconnected physical, chemical, and biological processes influence the environmental fate of chemicals and the extent human and ecosystem exposure. Focuses on the thermodynamics and kinetics of chemical transformations in the natural environment via nucleophilic, redox, photolytic, and biological (microbial) reactions. (Same as **Environmental Studies 306**.)

Prerequisite: **Chemistry 225**.

[**310a. Instrumental Analysis.**]

[**325a. Structure Determination in Organic Chemistry.**]

326a. Advanced Topics in Organic Chemistry. Fall 2010. Richard D. Broene.

An in-depth coverage of classical synthetic and physical approaches to problem solving is discussed in terms of modern organic chemistry. Topics include molecular orbital theory, orbital symmetry, conformer analysis, stereochemistry, and synthesis. Instrumental techniques—NMR, IR, MS—and computational methods—molecular mechanics, semi-empirical and ab

initio—for the determination of organic molecular structure are utilized extensively as part of a weekly laboratory program. Builds on the concepts learned in **Chemistry 226**.

Prerequisite: **Chemistry 226**.

[**331a. Chemical Biology.**]

340a. Advanced Inorganic Chemistry. Fall 2010. Jeffrey K. Nagle.

Inorganic chemistry is incredibly diverse and wide-ranging in scope. Symmetry, spectroscopy, and quantum-based theories and computational methods are employed to gain insight into the molecular and electronic structures and reaction mechanisms of inorganic compounds. Examples from the current literature emphasized, including topics in inorganic photochemistry and biochemistry. **Chemistry 252** is recommended.

Prerequisite: **Chemistry 240** or permission of the instructor.

[**350a. Atmospheric Chemistry.** (Same as **Environmental Studies 350.**)]

401a–404a. Advanced Independent Study and Honors in Chemistry. The Department.

Advanced version of **Chemistry 291–294**. Students are expected to demonstrate a higher level of ownership of their research problem and to have completed at least four of the 200-level courses required for the major.

CLASSICS

Jennifer Clarke Kosak, *Department Chair*
 Tammi L. Lareau, *Department Coordinator*

Professor: Barbara Weiden Boyd

Associate Professors: James A. Higginbotham, Jennifer Clarke Kosak

Assistant Professor: Robert B. Sobak†

Visiting Faculty: Michael Nerdahl, Ryan Ricciardi

The Department of Classics offers three major programs: one with a focus on language and literature (Classics), one with a focus on classical archaeology (Classical Archaeology), and one that looks at the ancient world from multiple perspectives (Classical Studies). Students pursuing these majors are encouraged to study not only the languages and literatures but also the physical monuments of Greece and Rome. This approach is reflected in the requirements for the three major programs: for all, requirements in Greek and/or Latin and in classical culture must be fulfilled. Courses in which a grade below C- is earned may not be used to fulfill the requirements for any of the programs offered by the department. Courses taken with the Credit/D/Fail grading option also may not be used to fulfill the requirements for any of the programs offered by the department.

Classics

The classics program is arranged to accommodate both those students who have studied no classical languages and those who have had extensive training in Latin and Greek. The objective of Greek and Latin courses is to study the ancient languages and literatures in the original. By their very nature, these courses involve students in the politics, history, and philosophies of antiquity. Advanced language courses focus on the analysis of textual material and on literary criticism.

Requirements for the Major in Classics

The major in classics consists of ten courses. At least six of the ten courses are to be chosen from offerings in Greek and Latin and should include at least two courses in Greek or Latin at the 300 level. Of the remaining courses, one should be chosen from **Archaeology 101** or **102**, one should be chosen from **Classics 101** or **102**, and one should be chosen from **Classics 211** (same as **History 201**) or **212** (same as **History 202**). Of the courses a student wishes to count towards the major, at least one at the 300 level should be taken during the senior year. Students concentrating in one of the languages are encouraged to take at least two courses in the other. As a capstone to this major, a research seminar taken in the junior or senior year is required; a research seminar is one in which a substantial research project is undertaken and successfully completed. Research seminars may include **Archaeology 308**, **Classics 312**, **Greek 303**, **Latin 302**, **314**.

Classical Archaeology

Within the broader context of classical studies, the classical archaeology program pays special attention to the physical remains of classical antiquity. Students studying classical archaeology should develop an understanding of how archaeological evidence can contribute to our knowledge of the past, and of how archaeological study interacts with such related disciplines as philology, history, and art history. In particular, they should acquire an appreciation for the unique balance of written and physical sources that makes classical archaeology a central part of classical studies.

Requirements for the Major in Classical Archaeology

The major in classical archaeology consists of ten courses. At least five of the ten courses are to be chosen from offerings in archaeology, and should include **Archaeology 101** (same as **Art History 209**), **102** (same as **Art History 210**), and at least one archaeology course at the 300 level. At least four of the remaining courses are to be chosen from offerings in Greek or Latin, and should include at least one at the 300 level. As a capstone to this major, a research seminar taken in the junior or senior year is required; a research seminar is one in which a substantial research project is undertaken and successfully completed. Research seminars may include **Archaeology 308**, **Classics 312**, **Greek 303**, **Latin 302**, **314**.

Classical Studies

The classical studies major provides a useful foundation for students who seek a multi-disciplinary view of the ancient world. The major combines coursework in an ancient language (Greek or Latin) with courses that explore the culture, history, and traditions of the ancient Mediterranean.

Requirements for the Major in Classical Studies

The major in classical studies consists of ten courses. At least eight courses must be selected from within the department. A minimum of two courses should be elected in a single ancient language (Greek or Latin). The appropriate level depends on the student's preparation and is determined by the department. The remaining classes should include **Classics 101**, **102**, **211** (same as **History 201**), and **212** (same as **History 202**); at least one course in classical archaeology; at least one and not more than two classes outside the Department of Classics and chosen from the following (or from other appropriate offerings in these disciplines, with classics department approval): **Anthropology 102** or **221**; **Art History 213** or **215**; **Government 240**; **Philosophy 111**; **Religion 215** or **216**; **English 106** (same as **Theater 106**); and at least two advanced courses in the department at the 300 level, one of which must be a designated

research seminar. As a capstone to this major, a research seminar taken in the junior or senior year is required; a research seminar is one in which a substantial research project is undertaken and successfully completed. Research seminars may include **Archaeology 308**, **Classics 312**, **Greek 303**, **Latin 302**, **314**.

Interdisciplinary Major

The department participates in an interdisciplinary program in archaeology and art history. See page 204.

Requirements for the Minor

Students may choose a minor in one of five areas:

1. *Greek*: Five courses in the department, including at least four in the Greek language;
2. *Latin*: Five courses in the department, including at least four in the Latin language;
3. *Classics*: Five courses in the department, including at least four in the classical languages; of these four, one should be either **Greek 204** or **Latin 205** or **206**;
4. *Archaeology*: Six courses in the department, including either **Archaeology 101** (same as **Art History 209**) or **102** (same as **Art History 210**), one archaeology course at the 300 level, and two other archaeology courses;
5. *Classical Studies* (Greek or Roman): Six courses, including:
 - a. —*for the Greek studies concentration*: two courses in the Greek language; **Archaeology 101** (same as **Art History 209**); one of the following: **Classics 11** (or any other appropriate first-year seminar), **Classics 101**, **102**, or **211** (same as **History 201**); or **Philosophy 111**; or **Government 240**; and two of the following: **Archaeology 203** or any 300-level archaeology course focusing primarily on Greek material; **Classics 291–294** (Independent Study) or any 200- or 300-level Greek or classics course focusing primarily on Greek material.
 - b. —*for the Roman studies concentration*: two courses in the Latin language; **Archaeology 102** (same as **Art History 210**); one of the following: **Classics 18** (or any other appropriate first-year seminar), **Classics 101**, **102**, or **212** (same as **History 202**); or **Philosophy 111**; or **Government 240**; and two of the following: **Archaeology 202** or any 300-level archaeology course focusing primarily on Roman material; or **Classics 291–294** (Independent Study) or any 200- or 300-level Latin or classics course focusing primarily on Roman material.

Other courses in the Bowdoin curriculum may be applied to this minor if approved by the classics department.

Classics and Archaeology at Bowdoin and Abroad

Archaeology classes regularly use the outstanding collection of ancient art in the Bowdoin College Museum of Art. Of special note are the exceptionally fine holdings in Greek painted pottery and the very full and continuous survey of Greek and Roman coins. In addition, there are numerous opportunities for study or work abroad. Bowdoin is a participating member of the Intercollegiate Center for Classical Studies in Rome, where students majoring in classics and classical archaeology can study in the junior year. It is also possible to receive course credit for field experience on excavations. Interested students should consult members of the department for further information.

Students contemplating graduate study in classics or classical archaeology are advised to begin the study of at least one modern language in college, as most graduate programs require competence in French and German as well as in Latin and Greek.

ARCHAEOLOGY

Archaeology 101 and **102** are offered in alternate years.

101c. Introduction to Greek Art and Archaeology. Fall 2011. The Department.

Introduces the techniques and methods of classical archaeology as revealed through an examination of Greek material culture. Emphasis upon the major monuments and artifacts of the Greek world from prehistory to the Hellenistic age. Architecture, sculpture, fresco painting, and other “minor arts” are examined at such sites as Knossos, Mycenae, Athens, Delphi, and Olympia. Considers the nature of this archaeological evidence and the relationship of classical archaeology to other disciplines such as art history, history, and classics. Assigned reading supplements illustrated presentations of the major archaeological finds of the Greek world. (Same as **Art History 209**.)

102c. Introduction to Roman Archaeology. Fall 2010. Ryan Ricciardi.

Surveys the material culture of Roman society, from Italy’s prehistory and the origins of the Roman state through its development into a cosmopolitan empire, and concludes with the fundamental reorganization during the late third and early fourth centuries of our era. Lectures explore ancient sites such as Rome, Pompeii, Athens, Ephesus, and others around the Mediterranean. Emphasis upon the major monuments and artifacts of the Roman era: architecture, sculpture, fresco painting, and other “minor arts.” Considers the nature of this archaeological evidence and the relationship of classical archaeology to other disciplines such as art history, history, and classics. Assigned reading supplements illustrated presentations of the major archaeological finds of the Roman world. (Same as **Art History 210**.)

[**201c. Archaeology of the Hellenistic World.**]

202c - ESD, IP. Augustan Rome. Spring 2011. Barbara Weiden Boyd.

Upon his ascent to power after a century of war, Rome’s first *princeps*, Augustus, launched a program of cultural reformation and restoration that was to have a profound and enduring effect upon every aspect of life in the empire, from fashions in entertainment, decoration, and art, to religious and political habits and customs. Using the city of Rome as its primary text, investigates how the Augustan “renovation” of Rome is manifested first and foremost in the monuments associated with the ruler: the Mausoleum of Augustus, theater of Marcellus, temple of Apollo on the Palatine, Altar of Augustan Peace, and Forum of Augustus, as well as many others. Understanding of the material remains themselves is supplemented by historical and literary texts dating to Augustus’s reign, as well as by a consideration of contemporary research and controversies in the field. (Same as **Classics 202**.)

[**208c - IP. The Archaeology of Troy.**]

At least one 300-level archaeology course is offered each year. Topics and/or periods recently taught on this level include the Greek Bronze Age, Etruscan art and archaeology, Greek and Roman numismatics, and Pompeii and the cities of Vesuvius. The 300-level courses currently scheduled are:

[**303c. Ancient Art in the Making.**]

[**304c. Pompeii and the Cities of Vesuvius.**]

308c. The Fall of Rome? Spring 2011. Ryan Ricciardi.

Examines the transformation of the ancient world from the third-century crisis of the Roman Empire to the rise of Islamic civilization. Explores political, cultural, and social changes that

transformed the political and religious culture of the Mediterranean world between the third and the eighth centuries C.E. Challenges traditional understanding of the end of the Roman Empire through primary sources including architecture, sculpture, and texts.

Prerequisite: **Archaeology 101** or **102**, or permission of the instructor.

[**310c - IP. Urban Development, Suburban Space: The Archaeology of the Campus Martius.**]

CLASSICS

First-Year Seminar

For a full description of first-year seminars, see pages 147–58.

[**11c. Shame, Honor, and Responsibility.**]

[**17c. The Heroic Age: Ancient Supermen and Wonder Women.**]

18c. Cleopatra: Versions and Visions. Fall 2010. Barbara Weiden Boyd.

Introductory, Intermediate, and Advanced Courses

Classics 101 and **102** are offered in alternate years.

101c - ESD, IP. Classical Mythology. Spring 2012. The Department.

Focuses on the mythology of the Greeks and the use of myth in classical literature. Other topics considered are recurrent patterns and motifs in Greek myths; a cross-cultural study of ancient creation myths; the relation of mythology to religion; women's roles in myth; and the application of modern anthropological, sociological, and psychological theories to classical myth. Concludes with an examination of Ovid's use of classical mythology in the *Metamorphoses*.

102c - ESD, IP. Introduction to Ancient Greek Culture. Spring 2011. Jennifer Clarke Kosak.

Introduces students to the study of the literature and culture of ancient Greece. Examines different Greek responses to issues such as religion and the role of gods in human existence, heroism, the natural world, the individual and society, and competition. Considers forms of Greek rationalism, the flourishing of various literary and artistic media, Greek experimentation with different political systems, and concepts of Hellenism and barbarism. Investigates not only what we do and do not know about ancient Greece, but also the types of evidence and methodologies with which we construct this knowledge. Evidence is drawn primarily from the works of authors such as Homer, Sappho, Herodotus, Aeschylus, Sophocles, Euripides, Thucydides, Aristophanes, Plato, and Hippocrates, but attention is also given to documentary and artistic sources. All readings are done in translation.

202c - ESD, IP. Augustan Rome. Spring 2011. Barbara Weiden Boyd.

Upon his ascent to power after a century of war, Rome's first *princeps*, Augustus, launched a program of cultural reformation and restoration that was to have a profound and enduring effect upon every aspect of life in the empire, from fashions in entertainment, decoration, and art, to religious and political habits and customs. Using the city of Rome as its primary text, investigates how the Augustan "renovation" of Rome is manifested first and foremost in the monuments associated with the ruler: the Mausoleum of Augustus, theater of Marcellus, temple of Apollo on the Palatine, Altar of Augustan Peace, and Forum of Augustus, as well as many others. Understanding of the material remains themselves is supplemented by historical and literary texts dating to Augustus's reign, as well as by a consideration of contemporary research and controversies in the field. (Same as **Archaeology 202.**)

211c - ESD. History of Ancient Greece: Bronze Age to the Death of Alexander. Fall 2011. Robert Sobak.

Surveys the history of Greek-speaking peoples from the Bronze Age (c. 3000–1100 B.C.E.) to the death of Alexander the Great in 323 B.C.E. Traces the political, economic, social, religious, and cultural developments of the Greeks in the broader context of the Mediterranean world. Topics include the institution of the *polis* (city-state); hoplite warfare; Greek colonization; the origins of Greek “science,” philosophy, and rhetoric; and fifth-century Athenian democracy and imperialism. Necessarily focuses on Athens and Sparta, but attention is also given to the variety of social and political structures found in different Greek communities. Special attention is given to examining and attempting to understand the distinctively Greek outlook in regard to gender, the relationship between human and divine, freedom, and the divisions between Greeks and barbarians (non-Greeks). A variety of sources—literary, epigraphical, archaeological—are presented, and students learn how to use them as historical documents. (Same as **History 201**.)

Note: This course fulfills the pre-modern requirement for history majors.

212c. Ancient Rome. Fall 2010. Michael Nerdahl.

Surveys the history of Rome from its beginnings to the fourth century A.D. Considers the political, economic, religious, social, and cultural developments of the Romans in the context of Rome’s growth from a small settlement in central Italy to the dominant power in the Mediterranean world. Special attention is given to such topics as urbanism, imperialism, the influence of Greek culture and law, and multi-culturalism. Introduces different types of sources—literary, epigraphical, archaeological, etc.—for use as historical documents. (Same as **History 202**.)

Note: This course fulfills the pre-modern requirement for history majors.

[224c - ESD, IP. **City and Country in Roman Culture.** (Same as **History 214**.)]

225c. Immorality and Political Revolution in Ancient Rome. Spring 2011. Michael Nerdahl.

Ancient historians of Rome felt that an odd and retrospectively predictable malaise infected the Roman Republic after the great victory over Hannibal and the forces of Carthage. Commonly, the historians relate a growing immorality stemming from a continued distancing from the traditional form of “Roman-ness.” This corrupting immorality is used to explain the process through which the stolid Roman Republic collapses through Civil War and eventually transforms into a monarchy. Examines in detail the historical-literary context of these post-Punic War years. Analyzes both the narrative of Rome’s transition from Republic to Principate and the events themselves to reveal what connection, if any, there is between how the ancients saw the Republic decline and the actual historical causes, and what lessons can be applied to the crises of the modern world, and America in particular. (Same as **History 206**.)

[232c - ESD. **Ancient Greek Theater.**]

[241c - IP. **The Transformations of Ovid.**]

[305c. **Leisure, Class, and “The Liberal Arts” in Ancient Greece.**]

312c. Ancient Greek Medicine. Fall 2010. Jennifer Clarke Kosak.

Research Seminar. Explores the development of scientific thinking in the ancient Greek world by examining the history of Greek medicine. Topics include the development of Greek rationalist thought; concepts of health and disease; notions of the human body, both male and female; the physician’s skills (diagnosis, prognosis, remedy); similarities and differences between

COURSES OF INSTRUCTION

religious and scientific views of disease; concepts of evidence, proof, and experiment; Greek medical thinking in the Roman world.

Prerequisite: One 100- or 200-level course in archaeology, classics, or Greek, or permission of the instructor.

GREEK

101c. Elementary Greek I. Spring 2011. Barbara Weiden Boyd.

Introduces students to basic elements of ancient Greek grammar and syntax; emphasizes the development of reading proficiency and includes readings, both adapted and in the original, of various Greek authors. Focuses on Attic dialect.

102c. Elementary Greek II. Fall 2012. Barbara Weiden Boyd.

A continuation of **Greek 101**; introduces students to more complex grammar and syntax, while emphasizing the development of reading proficiency. Includes readings, both adapted and in the original, of Greek authors such as Plato and Euripides. Focuses on Attic dialect.

203c. Intermediate Greek for Reading. Every fall. Fall 2010. Michael Nerdahl.

A review of the essentials of Greek grammar and syntax and an introduction to the reading of Greek prose through the study of one of Plato's dialogues. Equivalent of **Greek 102** or two to three years of high school Greek is required.

204c - IP. Homer. Every spring. Spring 2011. Jennifer Clarke Kosak.

An introduction to the poetry of Homer. Focuses both on reading and on interpreting Homeric epic.

At least one advanced Greek course is offered each year. The aim of each of these courses is to give students the opportunity for sustained reading and discussion of at least one major author or genre representative of classical Greek literature. Primary focus is on the texts, with serious attention given as well both to the historical context from which these works emerged and to contemporary discussions and debates concerning these works.

Department faculty generally attempt to schedule offerings in response to the needs and interests of concentrators. Topics and/or authors frequently taught on this level include Greek lyric and elegiac poetry; Homer's *Odyssey*; Greek drama (including the tragedies of Aeschylus, Sophocles, and Euripides, and the comedies of Aristophanes and Menander); Greek history (including Herodotus and Thucydides); Greek philosophy (including Plato and Aristotle); Greek rhetoric and oratory; and the literature of the Alexandrian era.

303c. The Historians. Fall 2010. Jennifer Clarke Kosak.

[**304c. Greek Comedy.**]

LATIN

101c. Elementary Latin I. Every fall. Fall 2010. Ryan Ricciardi.

A thorough presentation of the elements of Latin grammar. Emphasis is placed on achieving a reading proficiency.

102c. Elementary Latin II. Every spring. Spring 2011. Ryan Ricciardi.

A continuation of **Latin 101**. During this term, readings are based on unaltered passages of classical Latin.

203c. Intermediate Latin for Reading. Every fall. Fall 2010. Jennifer Clarke Kosak.

A review of the essentials of Latin grammar and syntax and an introduction to the reading of Latin prose and poetry. Materials to be read change from year to year, but always include a major prose work. Equivalent of **Latin 102** or two to three years of high school Latin is required.

204c - IP. Studies in Latin Literature. Every spring. Spring 2011. Michael Nerdahl.

An introduction to different genres and themes in Latin literature. The subject matter and authors covered may change from year to year (e.g., selections from Virgil's *Aeneid* and Livy's *History*, or from Lucretius, Ovid, and Cicero), but attention is always given to the historical and literary context of the authors read. While the primary focus is on reading Latin texts, some readings from Latin literature in translation are also assigned. Equivalent of **Latin 203** or three to four years of high school Latin is required.

One advanced Latin course is offered each semester. The aim of each of these courses is to give students the opportunity for sustained reading and discussion of at least one major author or genre representative of classical Latin literature. Primary focus is on the texts, with serious attention given as well both to the historical context from which these works emerged and to contemporary discussions and debates concerning these works.

Department faculty generally attempt to schedule offerings in response to the needs and interests of concentrators. Topics and/or authors frequently taught on this level include Roman history (including Sallust, Livy, and Tacitus); Ovid's *Metamorphoses*; Elegiac poetry; Cicero's oratory; Virgil's *Aeneid* or *Eclogues* and *Georgics*; Roman novel (including Petronius and Apuleius); satire; and comedy (including Plautus and Terence). The 300-level courses currently scheduled are:

[301c - IP. Livy.]

302c. Ovid's *Metamorphoses*. Fall 2010. Barbara Weiden Boyd.

Publius Ovidius Naso (Ovid, 43 B.C.E.–17 C.E.) is a sophisticated and rewarding writer of Latin poetry, whose work was greatly influential on the writers and artists of succeeding eras. His epic-style *Metamorphoses*, in fifteen books, gathers together several hundred episodes of classical myth, organized through an elaborate play with chronology, geography, history, philosophy, and politics; the resulting narrative is at once clever, romantic, bleak, and witty, and repeatedly draws attention to its own self-conscious poetics while carrying the reader along relentlessly. Focuses on a close reading of three books in Latin, against the background of the entire poem read in English, and considers at length the ideological contexts for and implications of Ovid's work. Assignments include several projects intended to train students to conduct research in classics; this seminar counts as a research seminar.

[303c. Augustine.]

[310c - IP. Catullus.]

[312c - IP. Roman Tragedy.]

314c. Roman Biography. Spring 2011. Michael Nerdahl.

Tacitus and Suetonius were the preeminent Roman biographers writing under the Principate. Whereas Tacitus was a senator who bitterly laments the limits and censoriousness of the Empire in comparison to the freedoms prevalent under the old Roman Republic, Suetonius was primarily a man of letters, eventually becoming an imperial secretary whose views on contemporary politics are perhaps less easily inferred. Each man employs the genre of

biography in a unique way: Tacitus writes an encomiastic and reflective work on his father-in-law, Agricola, whereas Suetonius focusing more dogmatically on the events, personality and minutiae of the lives of the first twelve emperors of Rome. Close readings of Tacitus' *Agricola* and at least one of Suetonius' *Lives of the Caesars*, complemented by modern studies in genre, historical context and literary criticism; this seminar counts as a research seminar.

Independent Study in Archaeology, Classics, Greek, and Latin.

291c–294c. Intermediate Independent Study. The Department.

401c–404c. Advanced Independent Study and Honors. The Department.

COMPUTER SCIENCE

Stephen M. Majercik, *Department Chair*

Suzanne M. Theberge, *Senior Department Coordinator*

Professor: Eric L. Chown

Associate Professors: Stephen M. Majercik, Laura I. Toma

Assistant Professor: Daniela A. S. de Oliveira

The major in computer science is designed to introduce students to the two fundamental questions of the discipline: What computational tasks is a computer capable of doing? How can we design, analyze, and implement efficient algorithms to solve large, complex problems? Thus, the discipline requires thinking in both abstract and concrete terms and the major provides an opportunity for students to develop the analytical skills necessary for efficient algorithm design as well as the practical skills necessary for the implementation of those algorithms. The range of problems that can be attacked using the techniques of computer science spans many disciplines, and computer scientists often become proficient in other areas. Examples of problems that students can study in the department include cryptography and network security, geographic information systems, robotics, artificial intelligence in computer games, and planning under uncertainty. The computer science major can serve as preparation for graduate study in computer science as well as careers in teaching, research, and industry (such as financial services and Internet-related businesses).

Requirements for the Major in Computer Science

The major consists of eight computer science courses and three mathematics courses. The computer science portion of the major consists of an introductory course, **Computer Science 101**; four intermediate “core” courses (**Computer Science 210, 231, 270, and 289**); two 300-level elective courses; and a third elective that may be satisfied by any remaining course numbered **260** or higher, or an independent study. The mathematics portion of the major consists of Mathematics **161, 171, or 181**; **Mathematics 200**; and another mathematics course numbered **165** or higher. Prospective majors should take **Computer Science 210** and **Mathematics 200** as soon as possible after **Computer Science 101**, since one or both of these courses are prerequisites for all other computer science courses.

Students, particularly those who intend to do graduate work in computer science or a related field, are encouraged to collaborate with faculty on research projects through independent studies, honors projects, and fellowship-funded summer research.

Computer science shares interests with a number of other disciplines, e.g. probability and statistics in mathematics, logic in philosophy, and cognition in psychology. In addition,

computers are increasingly being used as a tool in other disciplines, including the social sciences and the humanities as well as the natural sciences. The department encourages students to explore these relationships; courses that may be of particular interest include **Mathematics 165, 201, 204** (same as **Biology 174**), **225**, and **265**; **Music 218**; **Philosophy 210, 223**, and **233**; **Psychology 216** and **270**; and **Visual Arts 255** (same as **Biology 202**).

Requirements for the Minor in Computer Science

The minor consists of five courses: a 100-level computer science course or the equivalent, **Computer Science 210**, and any three additional computer science courses at the 200 level or above.

Interdisciplinary Major

The department participates in an interdisciplinary major program in computer science and mathematics. See page 205.

Fulfilling Requirements

To fulfill the major or minor requirements, or to serve as a prerequisite for another computer science course, a grade of C- or better must be earned in a course. Courses taken with the Credit/D/Fail grading option may not be used to fulfill major or minor requirements.

Introductory Courses

101a - MCSR. Introduction to Computer Science. Every semester. The Department.

What is computer science, what are its applications in other disciplines, and what is its impact in society? A step-by-step introduction to the art of problem solving using the computer and the Java language. Provides a broad introduction to computer science and programming through real-life applications. Weekly labs provide experiments with the concepts presented in class. Assumes no prior knowledge of computers or programming.

Intermediate and Advanced Courses

210a - MCSR. Data Structures. Every semester. Laura Toma.

Solving complex algorithmic problems requires the use of appropriate data structures such as stacks, priority queues, search trees, dictionaries, hash tables, and graphs. It also requires the ability to measure the efficiency of operations such as sorting and searching in order to make effective choices among alternative solutions. Offers a study of data structures, their efficiency, and their use in solving computational problems. Laboratory exercises provide an opportunity to design and implement these structures. Students interested in taking **Computer Science 210** are required to pass the computer science placement examination before class starts.

Prerequisite: **Computer Science 101** or permission of the instructor.

231a - MCSR. Algorithms. Every fall. Laura Toma.

An introductory course on the design and analysis of algorithms building on concepts from **Computer Science 210**. Introduces a number of basic algorithms for a variety of problems such as searching, sorting, selection, and graph problems (e.g., spanning trees and shortest paths). Discusses analysis techniques, such as recurrences and amortization, as well as algorithm design paradigms such as divide-and-conquer, dynamic programming, and greedy algorithms.

Prerequisite: **Computer Science 210** and **Mathematics 200**, or permission of the instructor.

240a - MCSR. Operating Systems. Fall 2010. Daniela A. S. de Oliveira.

An introduction to OS concepts, design, and implementation. Operating systems (OS) are essential to any computer system and, although we have witnessed rapid changes in applications and in the use of computers, the fundamental concepts that underlie an OS remain the same. Students get hands-on experience experimenting with Linux, a real, widely used, open source OS. However, the core concepts are applicable to most operating systems: Windows, OS X, FreeBSD, Solaris. Compares differences in design choices among these other OSs. Topics include process management (scheduling, threads, interprocess synchronization, and deadlocks), main memory and virtual memory, file and I/O subsystems, and the basics of OS protection and security.

Prerequisite: **Computer Science 210** or permission of the instructor.

270a - MCSR. Artificial Intelligence. Fall 2010. Stephen Majercik.

Explores the principles and techniques involved in programming computers to do tasks that would require intelligence if people did them. State-space and heuristic search techniques, logic and other knowledge representations, reinforcement learning, neural networks, and other approaches are applied to a variety of problems with an emphasis on agent-based approaches.

Prerequisite: **Computer Science 210** and **Mathematics 200**, or permission of the instructor.

280a. Projects in Computer Science. Spring 2011. Eric Chown.

Affords students the opportunity to work on large-scale software projects. Most involve the student, or team of students, contributing to an ongoing project. Emphasis placed on how the nature of such work differs from the coursework typically found in a computer science course. Work consists mainly of the projects, but students also required to give regular progress reports and presentations.

Prerequisite: **Computer Science 231** or permission of the instructor.

289a - MCSR. Theory of Computation. Every spring. Stephen Majercik.

Studies the nature of computation and examines the principles that determine what computational capabilities are required to solve particular classes of problems. Topics include an introduction to the connections between language theory and models of computation, and a study of unsolvable problems.

Prerequisite: **Mathematics 200** or permission of the instructor.

291a–294a. Intermediate Independent Study in Computer Science. The Department.**320a. Robotics.** Fall 2011. Eric Chown.

Robotics is a challenging discipline that encourages students to apply theoretical ideas from a number of different areas—artificial intelligence, cognitive science, operations research—in pursuit of an exciting, practical application: programming robots to do useful tasks. Two of the biggest challenges are building effective models of the world using inaccurate and limited sensors, and using such models for efficient robotic planning and control. Addresses these problems from both a theoretical perspective (computational complexity and algorithm development) and a practical perspective (systems and human/robot interaction) through multiple programming projects involving simulated and actual robots.

Prerequisite: **Computer Science 210** and **Mathematics 200**, or permission of the instructor.

340a. Spatial Data Structures. Spring 2012. Laura Toma.

In many disciplines the data being collected is spatial—that is, it has geometric coordinates. Computing on spatial data is a fast-moving area of research in computer science with applications, ranging from robotics and computer graphics to environmental science, physics (finite-element analysis), engineering (computer-aided design), and biology (bioinformatics). Explores fundamental data structures on spatial data, such as the B-tree, quad-tree, kd-tree, range tree, BSP tree, R-tree; and how they can be used to address basic problems like range and containment queries, nearest neighbor queries, segment intersection, point location, ray tracing, and visibility. Discusses the data structures from a theory and practical point of view, emphasizing the underlying paradigms, the trade-offs (time-space, theory-practice), and the CPU, and IO performance.

Prerequisite: **Computer Science 210** and **Mathematics 200**, or permission of the instructor.

350a. A Computing Perspective of GIS. Spring 2011. Laura Toma.

Geographic Information Systems (GIS) are computer systems for storing, displaying and analyzing geographically referenced, or geospatial, data. Using GIS one can keep track of the location of objects such as boundaries, rivers, roads, cities, railways; determine the closest public hospital; find the areas susceptible to flooding or erosion; track the position of a car on a map; or find the shortest route from one location to another. For computer scientists, GIS is a rich source of problems spanning from theory and algorithm engineering, to databases, networks, and systems. Gives a computing perspective of GIS, and presents the basic problems encountered in designing GIS: data models, representation, basic algorithms and algorithm optimization.

Prerequisite: **Computer Science 210** and **Mathematics 200**, or permission of the instructor.

355a. Cognitive Architecture. Fall 2010. Eric Chown.

Advances in computer science, psychology, and neuroscience have shown that humans process information in ways that are very different from those used by computers. Explores the architecture and mechanisms that the human brain uses to process information. In many cases, these mechanisms are contrasted with their counterparts in traditional computer design. A central focus is to discern when the human cognitive architecture works well, when it performs poorly, and why. Conceptually oriented, drawing ideas from computer science, psychology, and neuroscience. No programming experience necessary.

Prerequisite: One of the following: **Computer Science 231** or **250**, **Biology 214** or **253**, or **Psychology 270**, or permission of the instructor.

360a. Computer and Network Security. Spring 2011. Daniela A. S. de Oliveira.

Millions of people use the Internet in many important activities of their lives, but many of them are using software/hardware that is not secure. Students learn the principles, mechanisms, and implementation of computer security and data protection, attackers' motivations, how real attacks work and how to defend against them, and how to design more secure systems. Opportunities to perform and analyze real attacks in a controlled environment. Topics include computer security and principles, malicious software (e.g., worms, rootkits, botnets, Trojans, viruses), intrusion detection, network security, Web security, access control matrices, confidentiality and integrity policies, design principles, access control mechanisms, information flow, and cryptography as a security tool.

Prerequisite: **Computer Science 210** or permission of the instructor.

375a. Optimization and Uncertainty. Spring 2014. Stephen Majercik.

Optimization problems and the need to cope with uncertainty arise frequently in the real world. A numeric framework, rather than the symbolic one of traditional artificial intelligence, is useful for expressing such problems. In addition to providing a way of dealing with uncertainty, this approach sometimes permits performance guarantees for algorithms. Topics include constraint satisfaction, systematic and non-systematic search techniques, probabilistic inference and planning, and population-based optimization techniques (e.g., genetic algorithms and ant colony optimization).

Prerequisite: **Computer Science 210** and **Mathematics 200**, or permission of the instructor.

380a. Artificial Intelligence and Computer Games. Spring 2013. Stephen Majercik.

Computer games are becoming an increasingly utilized test-bed for the development of new techniques in certain areas of artificial intelligence (AI) research (knowledge representation; search; planning, reasoning, and learning under uncertainty). At the same time, AI techniques are becoming increasingly necessary in commercial computer games to provide interesting and realistic synthetic characters. Explores that symbiosis by studying a subset of relevant AI techniques, using those techniques to create AI-endowed characters, and testing the characters in actual computer games.

Prerequisite: **Computer Science 210** or permission of the instructor.

401a–404a. Advanced Independent Study and Honors in Computer Science. The Department.

EARTH AND OCEANOGRAPHIC SCIENCE

Edward P. Laine, *Department Chair*

Marjorie L. Parker, *Department Coordinator*

Associate Professors: Rachel J. Beane, Philip Camill (Environmental Studies), Edward P. Laine, Peter D. Lea, Collin S. Roesler

Laboratory Instructors: Cathryn Field, Joanne Urquhart

Requirements for the Major in Earth and Oceanographic Science

The major consists of ten courses. Majors may begin their study with any one of the introductory earth and oceanographic science courses: **Earth and Oceanographic Science 101**, **102** (same as **Environmental Studies 102**), **103** (same as **Environmental Studies 103**), or **104** (same as **Environmental Studies 104**). Majors are required to take **Earth and Oceanographic Science 200** (same as **Environmental Studies 200**), and any one of the following: **Biology 102** or **109**, or **Chemistry 109**, or **Physics 104**, or **Math 181**. To establish breadth within the major, students must take one core course from each of the following three areas:

1. **Solid Earth** (**Earth and Oceanographic Science 241**, **262**, or **265**)
2. **Earth Surface Processes** (**Earth and Oceanographic Science 220** or **270** [same as **Environmental Studies 270**])
3. **Oceans** (**Earth and Oceanographic Science 250**, **267** [same as **Environmental Studies 267**], or **282** [same as **Environmental Studies 282**])

In addition, majors are required to take at least one research-experience course (**Earth and Oceanographic Science 314** or **315**), and one senior seminar (**Earth and Oceanographic Science 302** [same as **Biology 302** and **Environmental Studies 302**] or **343** [same as **Environmental Studies 343**]). The remaining elective courses may be selected from earth and oceanographic science courses at the 200 or 300 level. One of these electives may include **Biology 219** (same as **Environmental Studies 219**), **225** (same as **Environmental Studies 225**), **271** (same as **Environmental Studies 271**), **274** (same as **Environmental Studies 274**); **Chemistry 205** (same as **Earth and Oceanographic Science 205** and **Environmental Studies 205**), **305** (same as **Environmental Studies 305**), **350** (same as **Environmental Studies 350**); **Computer Science 350**; **Environmental Studies 204**; **Physics 251, 262, 257** (same as **Earth and Oceanographic Science 257** and **Environmental Studies 253**), **357** (same as **Earth and Oceanographic Science 357** and **Environmental Studies 357**); or an approved off-campus study or summer field course.

Note that (a) only one of **Earth and Oceanographic Science 101, 102** (same as **Environmental Studies 102**), **103** (same as **Environmental Studies 103**), or **104** (same as **Environmental Studies 104**) may be counted toward the major requirements; (b) students may opt to begin the major with **Earth and Oceanographic Science 200** (same as **Environmental Studies 200**) having previously taken **Biology 102** or **109**, or **Chemistry 109**. Such students may substitute a 200-level earth and oceanographic science course or research-experience course (**Earth and Oceanographic Science 314** [same as **Environmental Studies 314**] or **315**) for **Earth and Oceanographic Science 101, 102** (same as **Environmental Studies 102**), **103** (same as **Environmental Studies 103**), or **104** (same as **Environmental Studies 104**); (c) only one of **Earth and Oceanographic Science 302** (same as **Biology 302** and **Environmental Studies 302**) or **343** (same as **Environmental Studies 343**) may be counted toward the major requirements; (d) independent studies do not count toward the major requirements; and (e) all courses counted toward the major need to be completed with a C- or better.

Students planning postgraduate study in earth and oceanographic science should note that they might present a stronger application if they take additional courses in the department and in the contributing sciences: biology, chemistry, computer science, mathematics, and physics. It is strongly advised that students consult with faculty on the design of their major and discuss the options of research projects through independent studies, fellowship-funded summer research, and honors projects.

Interdisciplinary Majors

The department participates in a formal interdisciplinary program in earth and oceanographic science and physics. See page 205.

Requirements for the Minor in Earth and Oceanographic Science

The minor consists of four courses in the department. Minors are required to take **Earth and Oceanographic Science 200** (same as **Environmental Studies 200**). No more than one introductory course (**Earth and Oceanographic Science 101, 102** [same as **Environmental Studies 102**], **103** [same as **Environmental Studies 103**], or **104** [same as **Environmental Studies 104**]) may be included. All courses counted toward the minor need to be completed with a C- or better.

Introductory, Intermediate, and Advanced Courses**50a - INS. Earthquakes and Volcanoes.** Fall 2010. Edward Laine.

Introduction to the basic plate-tectonic structure of the earth and its relationship to the global distribution and types of earthquakes and volcanoes. Exploration of the factors contributing to the origin and styles of eruption of magma from volcanoes. Examination of the history and nature of tsunamis and the volcanic, seismic, and other events that can trigger them. Consideration of the human response to these and other geological hazards and efforts to mitigate them.

101a - INS. Investigating Earth. Every fall. Fall 2010. Peter Lea.

Dynamic processes, such as earthquakes and volcanoes, shape the earth on which we live. In-class lectures and exercises examine these processes from the framework of plate tectonics. Weekly field trips explore rocks exposed along the Maine coast. During the course, students complete a research project on Maine geology.

102a - INS. Introduction to Oceanography. Every spring. Collin Roesler.

The fundamentals of geological, physical, chemical, and biological oceanography: tectonic evolution of the ocean basins, thermohaline and wind-driven circulation, chemical cycles, primary production and trophodynamics with emphasis on oceans' role in climate change. Weekly labs will apply the principles in the setting of Casco Bay and the Gulf of Maine. (Same as **Environmental Studies 102**.)

104a - MCSR, INS. Environmental Geology and Hydrology. Every spring. Peter Lea.

An introduction to aspects of geology and hydrology that affect the environment and land use. Topics include lakes, watersheds and surface-water quality, groundwater contamination, coastal erosion, and landslides. Weekly labs and field trips examine local environmental problems affecting Maine's rivers, lakes, and coast. Students complete a community-based research project on Maine water quality. Formerly **Geology 100** (same as **Environmental Studies 100**). (Same as **Environmental Studies 104**.)

200a. Biogeochemistry: An Analysis of Global Change. Every fall. Philip Camill.

Understanding global change requires knowing how the biosphere, geosphere, oceans, ice, and atmosphere interact. An introduction to earth system science, emphasizing the critical interplay between the physical and living worlds. Key processes include energy flow and material cycles, soil development, primary production and decomposition, microbial ecology and nutrient transformations, and the evolution of life on geochemical cycles in deep time. Terrestrial, wetland, lake, river, estuary, and marine systems are analyzed comparatively. Applied issues are emphasized as case studies, including energy efficiency of food production, acid rain impacts on forests and aquatic systems, forest clearcutting, wetland delineation, eutrophication of coastal estuaries, ocean fertilization, and global carbon sinks. (Same as **Environmental Studies 200**.)

Prerequisite: One of the following: **Earth and Oceanographic Science 101, 102** (same as **Environmental Studies 102**), **103** (same as **Environmental Studies 103**), or **104** (same as **Environmental Studies 104**) [formerly **Geology 100** (same as **Environmental Studies 100**)]; **Biology 102** or **109**; or **Chemistry 102** or **109**.

[**205a - INS. Environmental Chemistry.** (Same as **Chemistry 205** and **Environmental Studies 205**.)]

220a - INS. Sedimentary Systems. Every other spring. Spring 2011. Peter Lea.

Investigates modern and ancient sedimentary systems, both continental and marine, with emphasis on the dynamics of sediment transport, interpretation of depositional environments from sedimentary structures and facies relationships, stratigraphic techniques for interpreting earth history, and tectonic and sea-level controls on large-scale depositional patterns. Weekend trip to examine Devonian shoreline deposits in the Catskill Mountains in New York is required.

Prerequisite: One course in earth and oceanographic science or permission of the instructor.

241a - INS. Structural Geology. Fall 2011. Rachel Beane.

Geologic structures yield evidence for the dynamic deformation of the earth's crust. Examines deformation at scales that range from the plate-tectonic scale of the Appalachian mountains to the microscopic scale of individual minerals. A strong field component provides ample opportunity for describing and mapping faults, folds, and other structures exposed along the Maine coast. In-class exercises focus on problem-solving through the use of geologic maps, cross-sections, stereographic projections, strain analysis, and computer applications.

Prerequisite: One course in earth and oceanographic science or permission of the instructor.

250a - INS. Marine Geology. Fall 2011. Edward Laine.

The geological and geophysical bases of the plate-tectonic model. The influence of plate tectonics on major events in oceanographic and climatic evolution. Deep-sea sedimentary processes in the modern and ancient ocean as revealed through sampling and remote sensing. Focus in the laboratory on the interpretation of seismic reflection profiles from both the deep ocean and local coastal waters.

Prerequisite: One course in earth and oceanographic science or permission of the instructor.

[257a. **Atmosphere and Ocean Dynamics.** (Same as **Environmental Studies 253** and **Physics 257.**)]

262a. Petrotectonics. Every other fall. Fall 2010. Rachel Beane.

Exploration of the processes by which igneous rocks solidify from magma (e.g., volcanoes), and metamorphic rocks form in response to pressure, temperature, and chemical changes (e.g., mountain building). Interactions between the petrologic processes and tectonics are examined through a focus on the continental crust, mid-ocean ridges, and subduction zones. Learning how to write effectively is emphasized throughout the course. Laboratory work focuses on field observations, microscopic examination of thin sections, and geochemical modeling. **Earth and Oceanographic Science 101, 200, or 202** is recommended.

Prerequisite: One course in earth and oceanographic science.

265a - INS. Geophysics. Every spring. Spring 2011. Edward Laine.

An introduction to the interior of the earth, the geophysical basis of plate tectonics, and exploration geophysics. Emphasis on seismic methods. A problem-based service learning course involving work on projects in support of community partners.

Prerequisite: **Mathematics 161** or higher, or **Physics 103**; and one of the following: **Earth and Oceanographic Science 101, 103** (same as **Environmental Studies 103**), **104** (same as **Environmental Studies 104**) [formerly **Geology 100** (same as **Environmental Studies 100**)], or **Physics 104**.

267a - INS. Coastal Oceanography. Every spring. Spring 2011. Edward Laine.

Principles and problems in coastal oceanography, with an emphasis on interdisciplinary inquiry. Topics include circulation and sediment transport within estuaries and on the continental shelf, impact of human systems on the marine environment, and issues and controversies of eutrophication and hypoxia in the coastal environment. (Same as **Environmental Studies 267.**)

Prerequisite: One course in earth and oceanographic science or permission of the instructor.

270a. Landscapes and Global Change. Every other spring. Spring 2012. Peter Lea.

The earth's surface is marked by the interactions of the atmosphere, water and ice, biota, tectonics, and underlying rock and soil. Even familiar landscapes beget questions on how they formed, how they might change, and how they relate to patterns at both larger and smaller scales. Examines earth's landscapes and the processes that shape them, with particular emphasis on how future changes may both influence and be influenced by humans. Topics include specific land-shaping agents (rivers, glaciers, landslides, groundwater), as well as how these agents interact with one another and with changing climate and human activities. (Same as **Environmental Studies 270.**)

Prerequisite: One course in earth and oceanographic science or permission of the instructor.

282a - MCSR, INS. Oceans and Climate. Every fall. Fall 2010. Collin Roesler.

Oceans cover more than 70 percent of the earth's surface. Through the transfer of heat and matter, the oceans drive earth's climate and ultimately life on earth. Students will learn how records of paleoclimates are preserved in deep-sea sediments and glacial ice cores and how natural climate variations can be distinguished from human induced changes. The role of the ocean in buffering increasing heat and carbon in the atmosphere and ocean ecosystem responses to climate perturbations will be explored. Weekly laboratory sessions will be devoted to field trips, laboratory experiments, and computer-based data analysis and modeling to provide hands-on experiences for understanding the time and spaces scales of processes governing oceans, climate, and ecosystems. **Earth and Oceanographic Science 200** and **Mathematics 161** are recommended. (Same as **Environmental Studies 282.**)

Prerequisite: One course in earth and oceanographic science or permission of the instructor.

[**287a. Poles Apart: A Comparison of Arctic and Antarctic Environments.** (Same as **Environmental Studies 287.**)]

291a–294a. Intermediate Independent Study in Earth and Oceanographic Science. The Department.

302a. Earth Climate History and Its Impacts on Ecosystems and Human Civilizations. Spring 2012. Philip Camill.

The modern world is experiencing rapid climate warming and some parts extreme drought, which will have dramatic impacts on ecosystems and human societies. How do contemporary warming and aridity compare to past changes in climate over the last billion years? Are modern changes human-caused or part of the natural variability in the climate system? What effects did past changes have on global ecosystems and human societies? Students use environmental records from rocks, soils, ocean cores, ice cores, lake cores, fossil plants, and tree rings to assemble proxies of past changes in climate, atmospheric CO₂, and disturbance to examine several issues: long-term carbon cycling and climate, major extinction events, the rise of C4 photosynthesis and the evolution of grazing mammals, orbital forcing and glacial cycles,

glacial refugia and post-glacial species migrations, climate change and the rise and collapse of human civilizations, climate/overkill hypothesis of Pleistocene megafauna, climate variability, drought cycles, climate change impacts on disturbances (fire and hurricanes), and determining natural variability vs. human-caused climate change. One introductory biology (with ecology or evolution focus), chemistry, or earth and oceanographic science course is required. Prior enrollment in a 200-level ecology or earth and oceanographic science course is recommended. (Same as **Biology 302** and **Environmental Studies 302**.)

314a. Maine Watersheds: From Crest to Coast. Fall 2011. Peter Lea.

Watersheds provide natural controls on the movement of water and attendant biogeochemical compounds through the earth's surface system. Such systems are becoming increasingly perturbed by human activities, with implications for water quality and shifts in freshwater, estuarine, and marine ecosystems. Traces the pathways and biogeochemical transformations of water as it moves from precipitation through hillslopes and channels to the sea. Students apply field studies, laboratory work, and modeling to an integrated investigation of selected Maine watersheds and coastal zones. (Same as **Environmental Studies 314**.)

Prerequisite: **Earth and Oceanographic Science 200** (same as **Environmental Studies 200**).

315a. Mineral Science. Every other spring. Spring 2011. Rachel Beane.

Minerals are the earth's building blocks, and an important human resource. The study of minerals provides information on processes that occur within the earth's core, mantle, and crust, and at its surface. At the surface, minerals interact with the hydrosphere, atmosphere, and biosphere, and are essential to understanding environmental issues. Minerals and mineral processes are examined using hand-specimens, crystal structures, chemistry, and microscopy. Class projects emphasize mineral-based research.

Prerequisite: One of the following: **Earth and Oceanographic Science 200** (same as **Environmental Studies 200**), **Earth and Oceanographic Science 262**, **Chemistry 240**, **Chemistry 251**, **Physics 251**; or permission of the instructor.

343a. Tectonics and Climate. Every other spring. Spring 2011. Rachel Beane.

Exploration of the complex interactions between tectonics and climate. Discussion of current research is emphasized by reading primary literature, through class discussions and presentations, and by writing scientific essays. The emphasis on current research means topics may vary, but will include topographic growth of mountain belts and Cenozoic climate change. (Same as **Environmental Studies 343**.)

Prerequisite: One 200-level course in earth and oceanographic science or **Earth and Oceanographic Science 357** (same as **Environmental Studies 357** and **Physics 357**).

357a. The Physics of Climate. Every other spring. Spring 2012. Physics Department.

A rigorous treatment of the earth's climate, based on physical principles. Topics include climate feedbacks, sensitivity to perturbations, and the connections between climate and radiative transfer, atmospheric composition, and large-scale circulation of the oceans and atmospheres. Anthropogenic climate change will also be studied. (Same as **Environmental Studies 357** and **Physics 357**.)

Prerequisite: **Physics 229**, **257**, or **300**; or permission of the instructor.

[**393a. Advanced Seminar in Earth and Oceanographic Science.** (Same as **Environmental Studies 393**.)]

401a–404a. Advanced Independent Study and Honors in Earth and Oceanographic Science. The Department.

ECONOMICS

Rachel Ex Connelly, *Department Chair*

Elizabeth Weston, *Department Coordinator*

Professors: Rachel Ex Connelly, Deborah S. DeGraff, John M. Fitzgerald, Jonathan P. Goldstein, B. Zorina Khan, David J. Vail

Associate Professors: Gregory P. DeCoster, Guillermo Herrera

Assistant Professors: Paola Boel, Julian P. Diaz, Joon-Suk Lee, Stephen J. Meardon, Erik Nelson, Yao Tang

The major in economics is designed for students who wish to obtain a systematic introduction to the basic theoretical and empirical techniques of economics. It provides an opportunity to learn economics as a social science with a core of theory, to study the process of drawing inferences from bodies of data and testing hypotheses against observation, and to apply economic theory to particular social problems. Such problems include Third World economic development, the functioning of economic institutions (e.g., financial markets, labor markets, corporations, government agencies), and current policy issues (e.g., the federal budget, poverty, the environment, globalization, deregulation). The major is a useful preparation for graduate study in economics, law, business, finance, or public administration.

Requirements for the Major in Economics

The major consists of three core courses (**Economics 255, 256, and 257**), two advanced topics courses numbered in the 300s, at least one of which must be designated as a seminar, and two additional courses in economics numbered **200** or higher. Only one of **Economics 260** and **360** may be counted toward the economics major. Because **Economics 101** is a prerequisite for **Economics 102**, and both are prerequisites for most other economics courses, most students will begin their work in economics with these introductory courses. Prospective majors are encouraged to take at least one core course by the end of the sophomore year, and all three core courses should normally be completed by the end of the junior year. Note that **Economics 255** is a prerequisite to **Economics 256**. Advanced topics courses normally have some combination of **Economics 255, 256, and 257** as prerequisites. Qualified students may undertake self-designed, interdisciplinary major programs or joint majors between economics and related fields of social analysis.

To fulfill the major (or minor) requirements in economics, or to serve as a prerequisite for non-introductory courses, a grade of C- or better must be earned in a course. Courses required for the major must be taken on a graded basis.

All prospective majors and minors are required to complete **Mathematics 161**, or its equivalent, prior to enrolling in the core courses. Students who aspire to advanced work in economics (e.g., an honors thesis and/or graduate study in a discipline related to economics) are strongly encouraged to master multivariate calculus (**Mathematics 181**) and linear algebra (**Mathematics 201**) early in their careers. Such students are also encouraged to take **Mathematics 265** instead of **Economics 257** as a prerequisite for **Economics 316**. The **Economics 257** requirement is waived for students who complete **Mathematics 265**

and **Economics 316**. Students should consult the Department of Economics about other mathematics courses that are essential for advanced study in economics.

Interdisciplinary Major

The department participates in an interdisciplinary major in mathematics and economics. See page 208.

Requirements for the Minor in Economics

The minor consists of **Economics 255**, and any two additional courses numbered **200** or higher. Only one of **Economics 260** and **360** may be counted toward the economics minor. To fulfill the minor requirements or to serve as a prerequisite for other courses, a grade of C- or better must be earned in a course. Courses required for the minor must be taken on a graded basis.

Requirements for the Minor in Economics and Finance

The minor in economics and finance consists of **Economics 255**, **260**, and **360**, and one additional course at the 200 or 300 level selected from among **Economics 209**, **216**, **238**, **256**, **257**, **302**, and **355**. Since **Economics 255** is a prerequisite for **Economics 360** and other upper-level economics courses, prospective minors are encouraged to complete **255** by the end of their sophomore year. To fulfill the minor requirements or to serve as a prerequisite for other courses, a grade of C- or better must be earned in a course. Courses required for the minor must be taken on a graded basis.

Economics majors cannot also minor in economics and finance. Economics majors who complete the requirements for this minor will be provided language by the department to enable them to indicate that they have done so.

First-Year Seminars

For a full description of first-year seminars, see pages 147–58.

16b. Sustaining Maine's Northern Forest: Economy, Ecology, and Community. Fall 2010. David J. Vail. (Same as **Environmental Studies 16**.)

18b. The Art of the Deal: Commerce and Culture. Fall 2010. B. Zorina Khan.

Introductory, Intermediate, and Advanced Courses

100b. Introduction to the Economy. Spring 2011. Gregory P. DeCoster.

A non-technical introduction to the operation of modern capitalist economies, with a focus on the United States. Emphasizes use of a small number of fundamental concepts to clarify how economies function and to provide a foundation for informed evaluation of contemporary economic debates. Topics include incentives, decision-making, markets as a means of allocating resources, characteristics of market allocation, measures and history of U.S. economic performance, structure and function of the financial system, sources of economic growth, and business cycles. Periodic discussions of the role of government in the economy. Seeks to provide a level of economic literacy adequate to understanding debates as conducted in the popular press. Intended for students not planning to major in economics. Not open to students who have credit for **Economics 101** or **102**. Does not satisfy the prerequisite for any other course in economics.

101b - MCSR. Principles of Microeconomics. Every semester. The Department.

An introduction to economic analysis and institutions, with special emphasis on the allocation of resources through markets. The theory of demand, supply, cost, and market structure is

developed and then applied to problems in antitrust policy, environmental quality, energy, education, health, the role of the corporation in society, income distribution, and poverty. Students desiring a comprehensive introduction to economic reasoning should take both **Economics 101** and **102**.

102b - MCSR. Principles of Macroeconomics. Every semester. The Department.

An introduction to economic analysis and institutions, with special emphasis on determinants of the level of national income, prices, and employment. Current problems of inflation and unemployment are explored with the aid of such analysis, and alternative views of the effectiveness of fiscal, monetary, and other governmental policies are analyzed. Attention is given to the sources and consequences of economic growth and to the nature and significance of international linkages through goods and capital markets.

Prerequisite: **Economics 101**.

208b - MCSR. American Economic History. Fall 2011 or Spring 2012. B. Zorina Khan.

Examines the development of institutions from the colonial period to the rise of the modern corporation in order to understand the sources of economic growth in the United States. Topics include early industrialization, technological change, transportation, capital markets, entrepreneurship and labor markets, and legal institutions. Not open to students who have credit for **Economics 238** or **348**.

Prerequisite: **Economics 101** and **102**.

209b. Money and Banking. Fall 2011 or Spring 2012. Paola Boel.

Introduction to the principles of money and banking. Closely examines the tools of monetary policy, as well as the determination of short- and long-term interest rates and exchange rates. Discusses the institutional structure of central banking and of financial intermediation in the American economy.

Prerequisite: **Economics 101** and **102**.

210b - MCSR. Economics of the Public Sector. Fall 2011 or Spring 2012. John M. Fitzgerald.

Theoretical and applied evaluation of government activities and the role of government in the economy. Topics include public goods, public choice, income redistribution, benefit-cost analysis, health care, social security, and incidence and behavioral effects of taxation. Not open to students who have credit for **Economics 310**.

Prerequisite: **Economics 101**.

211b - MCSR. Poverty and Redistribution. Spring 2011. John M. Fitzgerald.

Examines the causes and consequences of poverty and inequality in the United States and analyzes policy responses. Topics include social welfare theory, poverty measurement, discrimination, rising wage inequality, the working poor, and consequences of poverty for families and subsequent generations. Substantial focus on benefit-cost analysis and experimental and non-experimental evaluations of current policy, including welfare reform, education and training, and employment programs. Makes limited use of comparisons to other countries.

Prerequisite: **Economics 101**.

Note: This course counts toward the major and minor in gender and women's studies.

[**212b - MCSR. Labor and Human Resource Economics.**]

213b. History of Economic Thought. Fall 2010. Stephen Meardon.

A historical study of insights and methods of inquiry into the functions of markets and the role of government in shaping them. Readings include the original works of economic thinkers from the eighteenth to twentieth centuries, including Adam Smith, David Ricardo, Henry Carey, Karl Marx, Henry George, Thorstein Veblen, and John Maynard Keynes, among others. Different historiographical approaches are employed, including examination of the problems motivating past thinkers as well as the relevance of their ideas to modern economics.

Prerequisite: **Economics 101** and **102**, or permission of the instructor.

215b. Economics of the European Monetary Union. Spring 2011. Paola Boel.

An analysis of economic issues surrounding the European Monetary Union (EMU). Topics covered will include early attempts to establish a common currency area, the creation of the Euro zone as laid down in the Maastricht Treaty, the implementation and evolution of the EMU, and the prospects for entry of new members. The fiscal, financial and political economy implications of the EMU are also discussed.

Prerequisite: **Economics 101** and **102**, or permission of the instructor.

216b - MCSR. Industrial Organization. Fall 2011 or Spring 2012. Joon-Suk Lee.

A study of the organization of firms, their strategic interaction and the role of information in competitive markets, and related policy issues such as antitrust. Introduces basic game-theoretic tools commonly used in models of industrial organization. Features industry sector analyses, antitrust cases, and classroom applications.

Prerequisite: **Economics 101** or permission of the instructor.

218b - MCSR. Environmental Economics and Policy. Spring 2011. Erik Nelson.

An exploration of environmental degradation and public policy responses in industrial economies. Market failures, property rights, and materialistic values are investigated as causes of pollution and deteriorating ecosystem functions. Guidelines for equitable and cost-effective environmental policy are explored, with an emphasis on the roles and limitations of cost-benefit analysis and techniques for estimating non-monetary values. Three core themes are the transition from "command and control" to incentive-based policies; the evolution from piecemeal regulation to comprehensive "green plans" (as in the Netherlands); and the connections among air pollution, energy systems, and global warming. (Same as **Environmental Studies 218**.)

Prerequisite: **Economics 101** or permission of the instructor.

221b - MCSR. Marxian Political Economy. Spring 2011. Jonathan P. Goldstein.

An alternative (heterodox) analysis of a capitalist market economy rooted in Marx's methodological framework, which focuses on the interconnected role played by market relations, class/power relations, exploitation and internal tendencies towards growth, crisis, and qualitative change. Students are introduced to the Marxian method and economic theory through a reading of Volume I of *Capital*. Subsequently, the Marxian framework is applied to analyze the modern capitalist economy with an emphasis on the secular and cyclical instability of the economy, changing institutional structures and their ability to promote growth, labor market issues, globalization, and the decline of the Soviet Union.

Prerequisite: **Economics 100** or **101**, or permission of the instructor.

225b. The Economy of Latin America. Fall 2010. Julian P. Diaz.

Analyzes selected economic issues of Latin America in the twentieth century and into the twenty-first century. Issues covered include the Import Substitution Industrialization strategy, the Debt Crisis of the 1980s, stabilization programs, trade liberalization and economic integration, inflation and hyperinflation in the region, poverty and inequality, and the Washington Consensus and the rise of populism. Important economic episodes of the past three decades such as the Mexican Crisis of 1994–1995, the Chilean Economic Miracle, dollarization in Ecuador, and the recent crisis in Argentina will also be examined. (Same as **Latin American Studies 235**.)

Prerequisite: **Economics 101** and **102**.

[**226b - IP. Political Economy of Pan-Americanism.** (Same as **Latin American Studies 226**.)]

227b - MCSR, IP. Human Resources and Economic Development. Fall 2011 or Spring 2012. Deborah S. DeGraff.

An analysis of human resource issues in the context of developing countries. Topics include the composition of the labor force by age and gender, productivity of the labor force, unemployment and informal sector employment, child labor and the health and schooling of children, and the effects of structural adjustment policies and other policy interventions on the development and utilization of human resources. Examples from selected African, Asian, and Latin American countries are integrated throughout and the interaction of sociocultural environments with economic forces is considered.

Prerequisite: **Economics 101**.

228b - MCSR. Natural Resource Economics and Policy. Fall 2010. Guillermo Herrera.

A study of the economic issues surrounding the existence and use of renewable natural resources (e.g., forestry/land use, fisheries, water, ecosystems, and the effectiveness of antibiotics) and exhaustible resources (such as minerals, fossil fuels, and old growth forest). A basic framework is first developed for determining economically efficient use of resources over time, then extended to consider objectives other than efficiency, as well as the distinguishing biological, ecological, physical, political, and social attributes of each resource. Uncertainty, common property, and various regulatory instruments are discussed, as well as alternatives to government intervention and/or privatization. (Same as **Environmental Studies 228**.)

Prerequisite: **Economics 101**.

[**231b - MCSR. Economics of the Life Cycle.** (Same as **Gender and Women's Studies 231**.)]

238b - MCSR. Economic History of American Enterprise. Fall 2011 or Spring 2012. B. Zorina Khan.

Considers the history of American enterprise over the past two centuries. First examines key issues in the economics of the firm, entrepreneurship, and innovation during the nineteenth century (the period of the second industrial revolution). Then addresses these issues from a more recent perspective (the so-called third industrial revolution). Assesses what lessons for the twenty-first century can be learned from an examination of the development of enterprise since the nineteenth century; and analyzes the extent to which today's "New Economy" raises novel questions for economic theory and its applications. Not open to students who have credit for **Economics 208** or **Economics 348**.

Prerequisite: **Economics 101** and **102**.

239b - IP: Topics on Asian Economies. Fall 2011 or Spring 2012. Yao Tang.

A study of the similarities and differences in growth experience and the level of economic output per person in Asian countries. Explores possible causes of differences in economic paths, with a focus on several important economies, including China and Japan. Also discusses the relationship between the Asian economies and the United States economy. (Same as **Asian Studies 231**.)

Prerequisite: **Economics 101** and **102**.

245b - MCSR. Strategic Choice and Reasoning in Economics, Politics, and Everyday Life. Fall 2010. Joon-Suk Lee.

An introduction to the basic tools of game theoretic analysis with an emphasis on its application to many situations in economics and political science. Game theory examines the choices we make that affect others and the choices others make that affect us. Managers and politicians frequently play “games”—with each other, competitors, customers, and the public. Enhances students’ ability to think strategically in complex, interactive environments. Emphasizes the conceptual analysis while encouraging students to think in mathematical terms. Not open to students who have credit for **Economics 355**.

Prerequisite: **Economics 101** or permission of the instructor.

255b - MCSR. Microeconomics. Every semester. The Department.

An intermediate-level study of contemporary microeconomic theory. Analysis of the theory of resource allocation and distribution, with major emphasis on systems of markets and prices as a social mechanism for making resource allocation decisions. Topics include the theory of individual choice and demand, the theory of the firm, market equilibrium under competition and monopoly, general equilibrium theory, and welfare economics.

Prerequisite: **Economics 101**, **102**, and **Mathematics 161** or higher.

256b - MCSR. Macroeconomics. Every semester. The Department.

An intermediate-level study of contemporary national income, employment, and inflation theory. Consumption, investment, government receipts, government expenditures, money, and interest rates are examined for their determinants, interrelationships, and role in determining the level of aggregate economic activity. Policy implications are drawn from the analysis.

Prerequisite: **Economics 255** and **Mathematics 161** or higher.

257b - MCSR. Economic Statistics. Every semester. The Department.

An introduction to the data and statistical methods used in economics. A review of the systems that generate economic data and the accuracy of such data is followed by an examination of the statistical methods used in testing the hypotheses of economic theory, both micro- and macro-. Probability, random variables and their distributions, methods of estimating parameters, hypothesis testing, regression, and correlation are covered. The application of multiple regression to economic problems is stressed. Students who have taken **Mathematics 265** are encouraged to take **Economics 316** instead of this course.

Prerequisite: **Economics 101**, **102**, and **Mathematics 161** or higher.

260b - MCSR. Finance I. Fall 2010. Gregory P. DeCoster.

As the first in a two-course sequence (Finance I and II—**Economics 260** and **360**), provides a thorough exposure to the fundamental concepts involved in corporate financial decision-

making, investment analysis, and portfolio management. In addition, presents the financial accounting principles and practices necessary to understand and utilize corporate financial statements as inputs to decision-making and valuation exercises. Topics include functions and structure of the financial system; overview of valuation—measures of return and risk, and discounted cash-flow analysis; sources of financial information—basic accounting concepts, balance sheet, income statement, statement of cash-flows, and financial ratios; portfolio theory, the capital asset pricing model, and efficient markets theory; corporate decision-making, the cost of capital, capital budgeting, and capital structure. **Mathematics 161** is recommended.

Prerequisite: **Economics 101** and **102**.

277 - MCSR. Applied Research Practicum: Chinese Rural to Urban Migration. Spring 2011. Rachel Ex Connelly.

Highlights applied research methods in microeconomics. Students work throughout the semester in research teams to analyze data from Chinese rural women on their migration and/or the migration of their husbands. While topics of Chinese economic life and economic models of migration are studied, primarily focuses on methods: how applied researchers work with data to analyze a set of questions. Elementary statistics is a prerequisite. Statistical techniques beyond the elementary level are taught. (Same as **Asian Studies 269** and **Gender and Women's Studies 277**.)

Prerequisite: **Economics 101** and one of the following statistics courses: **Economics 257**, **Mathematics 155** or **265**, **Psychology 252**, or **Sociology 201**; or permission of the instructor.

291b–294b. Intermediate Independent Study in Economics. The Department.

Courses numbered higher than **300** are advanced courses in economic analysis intended primarily for majors. Enrollment in these courses is limited to eighteen students in each unless stated otherwise. Elementary calculus will be used in all 300-level courses.

301b. The Economics of the Family. Fall 2010. Rachel Ex Connelly.

Seminar. Microeconomic analysis of the family—gender roles and related institutions. Topics include marriage, fertility, married women's labor supply, divorce, and the family as an economic organization. (Same as **Gender and Women's Studies 302**.)

Prerequisite: **Economics 255** and **257**, or permission of the instructor.

302b. Business Cycles. Fall 2011 or Spring 2012. Jonathan P. Goldstein.

Seminar. A survey of competing theories of the business cycle, empirical tests of cycle theories, and appropriate macro stabilization policies. Topics include descriptive and historical analysis of cyclical fluctuations in the United States, Keynesian-Kaleckian multiplier-accelerator models, growth cycle models, theories of financial instability, Marxian crisis theory, new classical and new Keynesian theories, and international aspects of business cycles. The current global financial crisis is also analyzed.

Prerequisite: **Economics 256** or permission of the instructor.

308b. International Trade. Spring 2011. Julian P. Diaz.

Offers a theoretical and empirical analysis of international trade. Particular attention is given to the standard models of trade: the Ricardian model, the Heckscher-Ohlin model, the specific factors model, and the monopolistic competition model, as well as an introduction to applied general equilibrium models of trade liberalization. Also analyzes current topics such as barriers to trade (quotas, tariffs); the effects of trade liberalization on wage inequality; regional integration blocs; the globalization debate; and the relation between trade, growth,

and productivity. Data analysis is used in order to evaluate the success or shortcomings of the theoretical models.

Prerequisite: **Economics 255** and **256**.

309b. International Finance. Fall 2010. Yao Tang.

Seminar. Surveys a number of topics in international finance and international macroeconomics, including balance of payments, exchange rate determination, the Mundell-Fleming model of output and exchange rate, exchange rate regimes, international capital flows, and international financial crises. Involves data analysis to empirically evaluate the theoretical models. Also provides a special focus on Asia by discussing issues such as Asia's role in the global imbalances, China's exchange rate regime, and the currency carry trade associated with the Japanese Yen.

Prerequisite: **Economics 256** and **257**, or permission of the instructor.

310b. Advanced Public Economics. Fall 2011 or Spring 2012. John M. Fitzgerald.

Seminar. A survey of theoretical and empirical evaluations of government activities in the economy, considering both efficiency and equity aspects. Topics include public choice, income redistribution, benefit-cost analysis, analysis of selected government expenditure programs (including social security), incidence and behavioral effects of taxation, and tax reform. Current public policy issues are emphasized. Not open to students who have credit for **Economics 210**.

Prerequisite: **Economics 255** and **257**, or permission of the instructor.

316b. Econometrics. Fall 2010. John M. Fitzgerald.

Seminar. A study of the mathematical formulation of economic models and the statistical methods of testing them. A detailed examination of the general linear regression model, its assumptions, and its extensions. Applications to both micro- and macroeconomics are considered. Though most of the course deals with single-equation models, an introduction to the estimation of systems of equations is included. An empirical research paper is required.

Prerequisite: **Economics 257** or **Mathematics 265**, and **Mathematics 161** or higher; or permission of the instructor.

318b. Environmental and Natural Resource Economics. Spring 2011. Guillermo Herrera.

Seminar. Analysis of externalities and market failure; models of optimum control of pollution and efficient management of renewable and nonrenewable natural resources such as fisheries, forests, and minerals; governmental vs. other forms of control of common-pool resources; and benefit-cost analysis of policies, including market-based and non-market valuation. Permission of instructor required for students who have credit for **Economics 218** (same as **Environmental Studies 218**) or **228** (same as **Environmental Studies 228**). (Same as **Environmental Studies 318**.)

Prerequisite: **Economics 255** and **257**.

319b. The Economics of Development. Fall 2010. Deborah S. DeGraff.

Seminar. Theoretical and empirical analysis of selected microeconomic issues within the context of developing countries. Has a dual focus on modeling household decisions and on the effects of government policy and intervention on household behavior and well being. Topics include

agricultural production, land use systems, technology and credit markets, household labor allocation and migration, investment in education and health, and income inequality.

Prerequisite: **Economics 257** or **Mathematics 265**, and **Economics 255**, or permission of the instructor.

[320b. Economics of Technology.]

340b. Law and Economics. Spring 2011. B. Zorina Khan.

Seminar. Law and economics is one of the most rapidly growing areas in the social sciences. The field applies the concepts and empirical methods of economics to further our understanding of the legal system. Explores the economic analysis of law and legal institutions, including the economics of torts, contracts, property, crime, courts, and dispute resolution. Also focuses on topics in law and economics such as antitrust and regulation, corporations, the family, labor markets, product liability, and intellectual property. Students are introduced to online sources of information in law, and are required to apply economic reasoning to analyze landmark lawsuits in each of these areas. Not open to students who have credit for **Economics 341**.

Prerequisite: **Economics 255** and **257**, or permission of the instructor.

[348b. Research in Economic History.]

355b. Game Theory and Strategic Behavior. Spring 2011. Joon-Suk Lee.

An introduction to game theory, a theory analyzing and characterizing optimal strategic behavior. Strategic behavior takes into account other individuals' options and decisions. Such behavior is relevant in economics and business, politics, and other areas of the social sciences, where game theory is an important tool. The main game theoretic equilibrium concepts are introduced in class and applied to a variety of economics and business problems. Elementary calculus and probability theory are used. Not open to students who have credit for **Economics 245**.

Prerequisite: **Economics 255** or permission of the instructor.

356b. Monetary Economics. Fall 2011 or Spring 2012. Paola Boel.

Examines the role that money plays in market economies. Monetary policies, fiscal policies, and payment systems are studied. Particular attention is given to how inflation and taxes affect saving, investment, and output. The interaction of money with other assets, the banking system, forms of credit, and alternatives to fiat money are also investigated.

Prerequisite: **Economics 255** and **256**.

360b. Finance II. Spring 2011. Gregory P. DeCoster.

A continuation of **Economics 260**. The focus is essentially two-fold: (1) What are the sources of business value, and how can it be created? (2) How can the uncertainty and risk inherent to intertemporal choices, i.e., capital accumulation, be "managed"? Involves analysis of business strategy with regard to both operations and financing decisions; the pricing and uses of financial derivatives (i.e., futures, options, and swaps); sources of risk and basic risk management techniques; and an examination of recent insights from behavioral finance.

Prerequisite: **Economics 255** and **260**.

401b–404b. Advanced Independent Study and Honors in Economics. The Department.

EDUCATION

Charles Dorn, *Department Chair*

Lynn A. Brettler, *Department Coordinator*

Associate Professors: Charles Dorn, Nancy E. Jennings

Assistant Professor: Doris A. Santoro*

Lecturer: Kathleen O'Connor

Visiting Faculty: Kathryn Byrnes

Fellow: Mariana M. Cruz

Bowdoin College does not offer a major in education.

Requirements for the Minor in Education

The department offers two minors: a **Teaching** minor for students who plan to teach in some capacity following graduation and an **Education Studies** minor for those who do not. Four courses are required for the **Education Studies** minor: either **Education 20** or **101** and three others chosen from among **Education 202, 203, 204, 205, 215, 221, 235, 245, 250** (same as **Government 219**), **251, 310**. Four courses are required for the **Teaching** minor: **Education 20** or **101, 203, 301, 303**. Students may only count graded courses (not Credit/D/Fail) toward either minor. Students must earn a grade of C- or better in order to have a course count toward either minor in education. Students must earn a grade of C- or higher in all prerequisite courses.

Bowdoin Teacher Scholars Program

The Bowdoin Teacher Scholars are a highly select group of Bowdoin College undergraduates and graduates who seek to effect social change by becoming teachers through a rigorous scholarly and classroom-based preparation.

The Teacher Scholars:

1. Complete a full-time, 14-week practicum in a public school.
2. Participate in an introspective weekly seminar during which they critique their colleagues' as well as their own teaching.
3. Develop a professional portfolio and "defend" the contents of that portfolio before a group of Bowdoin College faculty.
4. Receive a Maine State Department of Education Public School Teaching Certificate, making them eligible to teach in any public school in the United States.
5. Gain access to the Boston, New York, and Philadelphia Teaching Induction Programs sponsored by the Consortium for Excellence in Teacher Education.

To become a Teacher Scholar, students must apply for candidacy through the education department, be a community member in good standing, and have a strong academic record. A cumulative 3.0 grade point average is required as well as a 3.0 grade point average in **Education 301** and **Education 303**. Students must major in a subject area that enables them to be certified to teach by the State of Maine. Subject areas of certification include mathematics, life science, physical science, English, foreign language, and social studies. Since majors at Bowdoin do not correspond directly with subject areas for public school certification, students are strongly encouraged to meet with a member of the education department early in their college

careers. Also note that teaching candidates must be fingerprinted and earn a passing score on all examinations specified by the Maine Department of Education. Since this requirement was first instituted, Bowdoin students' pass rate has been 100%.

Pathways

Bowdoin Teacher Scholars follow one of two pathways. In the first, students participate in the program as undergraduates during the spring semester of their junior or senior year. In the second, they participate in the program during a spring semester within two years following their Bowdoin graduation.

Undergraduate Pathway

By the end of the fall semester of their junior or senior year, Teacher Scholars:

1. Complete prerequisite coursework (**Education 20** or **101, 203, 301,** and **303**).

During the spring semester of their junior or senior year, Teacher Scholars:

2. Enroll in **Education 215: Adolescents in Schools**.
3. Complete a full-time, 14-week practicum (students receive course credit for this practicum through **Education 302: Student Teaching Practicum**).
4. Enroll in **Education 304: Seminar: Analysis of Teaching and Learning**.

Postgraduate Pathway

By the time they graduate from Bowdoin, Teacher Scholars:

1. Complete prerequisite coursework (**Education 20** or **101, 203, 301,** and **303**).

During a spring semester and within two years of their Bowdoin graduation, Teacher Scholars:

2. Enroll in **Education 215: Adolescents in Schools** (if not taken prior to this time).
3. Complete a full-time, 14-week practicum (students receive course credit for this practicum through **Education 302: Student Teaching Practicum**).
4. Enroll in **Education 304: Seminar: Analysis of Teaching and Learning**.

First-Year Seminar

For a full description of first-year seminars, see pages 147–58.

20c. The Educational Crusade. Fall 2011. Charles Dorn.

Introductory, Intermediate, and Advanced Courses

101c - ESD. Contemporary American Education. Fall 2010. Mariana Cruz. Spring 2011. Kathryn Byrnes.

Examines current educational issues in the United States and the role schools play in society. Topics include the purpose of schooling; school funding and governance; issues of race, class, and gender; school choice; and the reform movements of the 1990s. The role of schools and colleges in society's pursuit of equality and excellence forms the backdrop of this study.

[202c - ESD. Education and Biography.]

203c - ESD. Educating All Students. Fall 2010 and Spring 2011. Charles Dorn.

An examination of the economic, social, political, and pedagogical implications of universal education in American classrooms. Focuses on the right of every child, including physically

handicapped, learning disabled, and gifted, to equal educational opportunity. Requires a minimum of twenty-four hours of observation in a local elementary school.

Prerequisite: **Education 20** or **101**.

215c. Adolescents in School. Fall 2010 and Spring 2011. Kathryn Byrnes.

Engages students in a study of adolescent development within the context of teaching and learning in schools. How do adolescents learn and develop? Why are identity and context so influential in adolescent learning and development? What practices and principles can schools/adults employ to promote adolescent engagement, motivation, interest in and skills for learning? Begins with classic conceptions of identity development, then moves to more contemporary understandings of adolescence as it both affects and is affected by school. Topics include physical, cognitive, social, and emotional development of the secondary school student and how this development impacts and is impacted by the learning environment.

Prerequisite: **Education 20** or **101**, and **203**.

[**220c. The Stories We Tell: Analyzing Educational Narratives.**]

221c. Democracy's Citadel: Education and Citizenship in America. Spring 2012. Charles Dorn.

Examines the relationship between education, citizenship, and democracy in America. Questions explored include: What does "public" mean and how necessary is a "public" to democracy? Is there something "democratic" about how Americans choose to govern their schools? What does "citizenship" mean? Is education a public good with a collective economic and civic benefit, a private good with benefits to individuals whose future earnings depend on the quality of their education, or some combination of the two? What type of curriculum is most important for civic education and how should it be taught? What policies are necessary to prevent economic inequality from undermining education's role in fostering democratic citizenship? To what extent are the concepts of "education for democracy" and "democratic education" related?

Prerequisite: **Education 20** or **101**.

230c. Latinos and Latinas in the United States: Critical Perspectives on Identity, Migration, Education, and Politics. Spring 2011. Mariana Cruz.

Explores the experiences of Latino/as, the fastest growing minority group in the United States, from a critical lens that centers four important themes: identity, migration, education, and politics. Questions explored include: Who are the "Latino/as" in the United States? What are the differences between Hispanics, Latino/as, Latin Americans, and Chicano/as? What are the racial, ethnic, cultural, linguistic, gendered, political, historical, citizenship, and geographic differences among the populations that fall under these ethnic categories? What are the experiences of Latino/as in United States schools? How might educators, activists, and policymakers engage these questions in order to better understand and serve Latino/as a whole? (Same as **Latin American Studies 230**.)

235c. American Philosophy of Education. Spring 2011. Doris Santoro.

How does philosophical thinking help us determine what is the meaning and value of education in a complex society such as the United States? Intensive reading and writing discussion course focuses on some of the moral, aesthetic, and epistemological dimensions of educational philosophers that have influenced how we think about education in the United States. Students work from course readings to begin to articulate their own educational philosophy.

250c. Education and Law. Every other year. Fall 2011. George S. Isaacson.

A study of the impact of the American legal system on the functioning of schools in the United States through an examination of Supreme Court decisions and federal legislation. Analyzes the public policy considerations that underlie court decisions in the field of education and considers how those judicial interests may differ from the concerns of school boards, administrators, and teachers. Issues to be discussed include constitutional and statutory developments affecting schools in such areas as free speech, sex discrimination, religious objections to compulsory education, race relations, teachers' rights, school financing, and education of the handicapped. (Same as **Government 219**.)

251c. Teaching Writing: Theory and Practice. Fall 2010. Kathleen O'Connor.

Explores theories and methods of teaching writing, emphasizing collaborative learning and peer tutoring. Examines relationships between the writing process and the written product, writing and learning, and language and communities. Investigates disciplinary writing conventions, influences of gender and culture on language and learning, and concerns of ESL and learning disabled writers. Students practice and reflect on revising, responding to others' writing, and conducting conferences. Prepares students to serve as writing assistants for the Writing Project.

Prerequisite: Selection during the previous spring semester by application to the Writing Project (see pages 287–88).

291c–294c. Intermediate Independent Study in Education. The Department.**301c. Teaching.** Fall 2010. Nancy Jennings.

A study of what takes place in classrooms: the methods and purposes of teachers, the response of students, and the organizational context. Readings and discussions help inform students' direct observations and written accounts of local classrooms. Peer teaching is an integral part of the course experience. Requires a minimum of thirty-six hours of observation in a local secondary school. **Education 303** must be taken concurrently with this course.

Prerequisite: **Education 20** or **101**, and **Education 203**; junior or senior standing; a major in a core secondary school subject area (mathematics, life science, physical science, English, foreign language, or social studies); and permission of the instructor.

302c. Student Teaching Practicum. Fall 2010. The Department. Spring 2011. Doris Santoro and Charles Dorn.

Required of all students who seek secondary public school certification, this final course in the student teaching sequence requires that students work full time in a local secondary school from early January to late April. Grading is Credit/D/Fail. **Education 304** must be taken concurrently. Students must complete an application and interview.

Prerequisite: **Education 203**, **301**, and **303**; senior standing; a cumulative 3.0 grade point average; a 3.0 grade point average in **Education 301** and **303**; and permission of the instructor.

303c. Curriculum. Fall 2010. Charles Dorn.

A study of the knowledge taught in schools; its selection and the rationale by which one course of study rather than another is included; its adaptation for different disciplines and for different categories of students; its cognitive and social purposes; the organization and integration of its various components. **Education 301** must be taken concurrently with this course.

Prerequisite: **Education 20** or **101**, and **Education 203**; junior or senior standing; a major in a

core secondary school subject area (mathematics, life science, physical science, English, foreign language, or social studies); and permission of the instructor.

304c. Seminar: Analysis of Teaching and Learning. Fall 2010. The Department. Spring 2011. Doris Santoro.

Taken concurrently with **Education 302, Student Teaching Practicum**. Considers theoretical and practical issues related to effective classroom instruction.

Prerequisite: **Education 203, 301, and 303**; junior or senior standing; a cumulative 3.0 grade point average; a 3.0 grade point average in **Education 301 and 303**; and permission of the instructor.

325c. Mindful Learning. Fall 2010. Kathryn Byrnes.

An exploration of the educational techniques/methods that human beings have found, across cultures and time, to concentrate, broaden, and deepen awareness of thoughts, emotions, and bodily sensations. Holistic and interdisciplinary lens on the theory and processes of how people learn. Focus on educational models that encourage and foster mindful learning such as Montessori and Waldorf. Seminar-style dialogue on course readings complemented by contemplative practices such as yoga, meditation, tai chi.

Prerequisite: **Education 20 or 101, and Education 203.**

401c–404c. Advanced Independent Study in Education. The Department.

ENGLISH

Peter Coviello, *Department Chair*

Barbara Olmstead, *Department Coordinator*

Professors: David Collings†, Celeste Goodridge**, Marilyn Reizbaum, William C. Watterson

Associate Professors: Aviva Briefel†, Brock Clarke, Peter Coviello, Ann Louise Kibbie, Aaron Kitch, Elizabeth Muther†

Assistant Professors: Tess Chakkalakal (Africana Studies), Mary Agnes Edsall, Guy Mark Foster, Belinda Kong (Asian Studies)

Writer in Residence: Anthony E. Walton

Visiting Faculty: Terri Nickel, Hilary Thompson

Requirements for the Major in English and American Literature

The major requires a minimum of ten courses. Each student must take one first-year seminar (**English 10–29**) or introductory course (**English 104–110**), either of which will serve as a prerequisite to further study in the major. At least three of the ten courses must be chosen from offerings in British and Irish literature before 1800. These are courses in Old English and Medieval literature, Renaissance literature, and the literature of the Restoration and the Eighteenth Century. The individual courses that satisfy this requirement are identified by a note in the course description. Only one of these three courses may be a Shakespeare drama course, and only one may be a Chaucer course. Only one transfer course may count toward this requirement. At least one of the ten courses must be chosen from offerings in literature of the Americas. The individual courses that satisfy this requirement are identified by a note in the course description. Also, each student must take at least one advanced seminar in the department (any 300-level English course). Students may, when appropriate, also count the

advanced seminar toward one of the requirements listed above. Transfer credits will not count for the advanced seminar requirement. The remaining courses may be selected from the foregoing and/or first-year seminars; Introductory or Advanced Creative Writing; **200** and/or **300** Literary Analysis; Independent Study; and **401–402** (Advanced Independent Study/Honors). No more than three courses may come from the department's roster of first-year seminars and 100-level courses; no more than one creative writing course will count toward the major. As one of two courses outside the department, one upper-level course in film studies may be counted toward the major; courses in expository writing, journalism, and communication are not eligible for major credit. Credit toward the major for advanced literature courses in another language, provided that the works are read in that language, must be arranged with the chair.

Majors who are candidates for honors must write an honors essay and take an oral examination in the spring of their senior year.

Interdisciplinary Major

The department participates in an interdisciplinary major in English and Theater. See pages 205–06.

Requirements for the Minor in English and American Literature

The minor requires five courses in the department, including one first-year seminar (**English 10–29**) or introductory course (**English 104–110**). At least three of the remaining four courses must be numbered **200** or higher. No more than one creative writing course may count toward the minor, and no courses in expository writing, film, communication, or journalism will count. Students may not apply transfer credits to the minor.

First-Year Seminars in English Composition and Literature

These courses are open to first-year students. The first-year English seminars are numbered **10–19** in the fall; **20–29** in the spring. Usually there are not enough openings in the fall for all first-year students who want an English seminar. First-year students who cannot get into a seminar in the fall are given priority in the spring. The main purpose of the first-year seminars (no matter what the topic or reading list) is to give first-year students extensive practice in reading and writing analytically. Each seminar is normally limited to sixteen students and includes discussion, outside reading, frequent papers, and individual conferences on writing problems. For a full description of first-year seminars, see pages 147–58.

10c. The Real Life of Literature. Fall 2010. Guy Mark Foster.

11c. Hawthorne. Fall 2010. William Watterson.

12c. Addictions, Obsessions, Manias. Fall 2010. Terri Nickel.

13c. Shakespeare's Afterlives. Fall 2010. Aaron Kitch.

14c. Becoming Modern. Fall 2010. Ann Kibbie. (See First-Year Seminar Clusters.)

15c. Orphans of Asia. Fall 2010. Belinda Kong. (Same as **Asian Studies 15**.)

16c. Fictions of Freedom. Fall 2010. Tess Chakkalal. (Same as **Africana Studies 16**.)

17c. Modern American Poets. Fall 2010. Celeste Goodridge.

20c. Questioning the Modern. Spring 2011. Peter Coviello. (See First-Year Seminar Clusters.)

21c. Arab and Jew in Literature and Film. Spring 2011. Marilyn Reizbaum.

Introductory Courses in Literature

104–110. Primarily intended for first- and second-year students, and for juniors and seniors with no prior experience in college literature courses. (Specific content and focus of each course will vary with the instructor.)

[**104c. From Page to Screen: Film Adaptation and Narrative.**]

105c. Introduction to Poetry. Fall 2010. Peter Coviello.

Aims to understand poetry's varied workings, considering, most extensively, the basic materials—words, lines, metaphors, sentences—from which poems have traditionally been assembled. By studying closely the components of meter, diction, syntax and line, rhyme, and figure—in essence, how poems work—aims to see more clearly into the ends poems work for: meaning, rhapsody, transport, etc.

106c. Introduction to Drama. Spring 2011. William Watterson.

Traces the development of dramatic form, character, and style from classical Greece through the Renaissance and Enlightenment to contemporary America and Africa. Explores the evolution of plot design, with special attention to the politics of playing, the shifting strategies of representing human agency, and contemporary relationships between the theater and a variety of forms of mass media. Authors may include Sophocles, Aristophanes, Marlowe, Shakespeare, Dryden, Ibsen, Wilde, Beckett, Mamet, and Churchill. (Same as **Theater 106.**)

107c - ESD. Introduction to the Black Novel in the United States. Spring 2011. Tess Chakkalakal.

Introduces students to the literary and historical aspects of the black novel as it developed in the late nineteenth and early twentieth century in the United States. Begins with a consideration of the novels of Charles Chesnutt, Sutton Griggs, and Pauline Hopkins, then examines the ways in which novelists of the Harlem Renaissance—James Weldon Johnson, Nella Larsen, and W. E. B. Du Bois—played with both the form and function of the novel during this era. Then considers how novels by Richard Wright, Chester Himes, and Ralph Ellison challenged and reformed the black novel's historical scope and aesthetic aims. (Same as **Africana Studies 107.**)

[**108c. Introduction to Black Women's Literature.** (Same as **Africana Studies 108** and **Gender and Women's Studies 104.**)]

109c. Introduction to Narrative through Short Fiction. Fall 2010. Celeste Goodridge.

Emphasizing the ways in which short stories have different requirements of economy than longer narratives, examines some of the formal features and strategies of narrative (such as plot, character development, voice, point of view, the role of the reader, and closure) in short fiction. Authors may include Deborah Eisenberg, Jane McCafferty, Tessa Hadley, Alice Munro, Colm Toibin, Claire Keegan, and others.

[**110c. English Literature and Social Power.**]

Courses in Composition

60c. English Composition. Fall 2010. Hilary Thompson. Spring 2011. Ann Kibbie.

Practice in developing the skills needed to write and revise college-level expository essays. Explores the close relationship between critical reading and writing. Assignment sequences and different modes of analysis and response enable students to write fully developed expository essays. Does not count toward the major or minor in English.

Introductory Courses in Creative Writing

[125c. Creative Writing: Poetry I.]

128c. Introductory Fiction Workshop. Fall 2010. Brock Clarke.

Begins with an examination of some technical aspects of fiction writing. In particular, considers those that we tend to take for granted as readers and need to understand better as writers, e.g., point of view, characterization, dialogue, foreshadowing, scene, and summary. Students read and discuss published stories, and work through a series of exercises to write their own stories. Workshop discussion is an integral part.

Advanced Courses in Creative Writing

213c. Telling Environmental Stories. Fall 2010. Anthony Walton.

Intended for students with a demonstrated interest in environmental studies, as an introduction to several modes of storytelling, which communicate ideas, historical narratives, personal experiences, and scientific and social issues in this increasingly important area of study and concern. Explores various techniques, challenges, and pleasures of storytelling, and examines some of the demands and responsibilities involved in the conveyance of different types of information with clarity and accuracy in nonfiction narrative. Engages student writing through the workshop method, and includes study of several texts, including *The Control of Nature*, *Cadillac Desert*, *Living Downstream*, and *Field Notes from a Catastrophe*. (Same as **Environmental Studies 216**).

Prerequisite: Permission of the instructor.

216c. Creative Writing: Poetry II. Fall 2010. Anthony Walton.

Builds upon the method of studying and crafting poetry encountered in **English 125**. Students will be exposed to advanced methods of writing and interpretation, including the in-depth study of one particular poet's oeuvre and evolution. Students will be encouraged to develop a more comprehensive view of their own individual poetic practices. Each week students will be responsible for evaluating the assigned reading, and for writing poems. Preference given to students who have successfully completed **English 125**.

Prerequisite: Permission of the instructor.

217c. Advanced Fiction Workshop. Spring 2011. Brock Clarke.

Presumes a familiarity with the mechanics of fiction and, ideally, previous experience in a fiction workshop. Uses published stories and stories by students to explore questions of voice and tone, structure and plot, how to deepen one's characters, and how to make stories resonate at a higher level. Students write several stories during the semester and revise at least one. Workshop discussion and critiques are an integral part. Any interested student who has not taken **English 128** or any other fiction writing workshop should submit a work of fiction to the instructor prior to registering. The instructor will then decide whether or not to admit the student. Formerly **English 129**.

Prerequisite: **English 128** or permission of the instructor.

Intermediate Courses in English and American Literature

These seminars are open to both majors and non-majors—and are normally limited to sixteen students. They provide opportunities for students to focus intensively on critical reading and writing skills and to learn advanced research methods. Each seminar explores a unique topic while introducing students to literary theory and other critical paradigms and tools of literary studies.

281c. African American Writers and Autobiography. Spring 2011. Guy Mark Foster.

The struggle against anti-black racism has often required that individual African Americans serve as representative figures of “the race.” How have twentieth- and twenty-first-century black authors tackled the challenge of having to speak for the collective while also writing narratives that explore the singularity of an individual life? What textual approaches have these authors employed to negotiate this tension between what theorists of the genre broadly call “referentiality” and “subjectivity”? Authors include W. E. B. Du Bois, Zora Neale Hurston, Malcolm X, Jamaica Kincaid, Maya Angelou, Samuel Delaney, Barack Obama, among others. (Same as **Africana Studies 281.**)

Prerequisite: One first-year seminar or 100-level course in English or Africana studies.

Note: This course fulfills the literature of the Americas requirement for English majors.

Advanced Courses in English and American Literature**201c. Chaucer: *The Canterbury Tales.*** Every other year. Spring 2011. Mary Agnes Edsall.

Learn Middle English and enjoy and analyze a wide selection of the stories told on Chaucer's great literary road trip. Includes a focus on medieval history, material culture, literary backgrounds, social codes, and social conflicts. Attention given to trends in Chaucer studies.

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the pre-1800 literature requirement for English majors.

[203c. Topics in Medieval Literature: Trilingual England.]**204c. Tolkien's Middle Ages.** Fall 2010. Mary Agnes Edsall.

A study of the philological, historical, and literary backgrounds of J. R. R. Tolkien's *Lord of the Rings*. While some attention is given to major and minor works by Tolkien, as well as to Peter Jackson's films, the main focus of the course is on the nineteenth-century theories of philology and mythology that influenced Tolkien; on Anglo-Saxon and Middle English language, literature, and culture; as well as on Tolkien's essays, especially those on *Beowulf* and on Fairie. Presumes that students have a real familiarity with the text (as opposed to the film version) of *LOTR*. Medieval texts may include Snorri Sturluson's *Gylfaginning*, *The Kalevala*, *The Battle of Maldon*, *Beowulf*, *Lanval*, *Sir Orfeo*, and *Sir Gawain and the Green Knight*.

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the pre-1800 literature requirement for English majors.

210c. Shakespeare's Comedies and Romances. Every other year. Fall 2011. William Watterson.

Examines *A Midsummer Night's Dream*, *The Merchant of Venice*, *Twelfth Night*, *As You Like It*, *The Winter's Tale*, and *The Tempest* in light of Renaissance genre theory. (Same as **Theater 210.**)

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the pre-1800 literature requirement for English majors.

211c. Shakespeare's Tragedies and Roman Plays. Fall 2010. William Watterson.

Examines *Hamlet*, *Othello*, *Macbeth*, *King Lear*, *Julius Caesar*, *Antony and Cleopatra*, and *Coriolanus* in light of recent critical thought. Special attention is given to psychoanalysis, new historicism, and genre theory. (Same as **Theater 211.**)

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the pre-1800 literature requirement for English majors.

[212c. **Shakespeare's History Plays.** (Same as **Theater 212.**)]

214c - VPA. Playwriting. Fall 2010. Roger Bechtel.

A writing workshop for contemporary performance that includes introductory exercises in writing dialogue, scenes, and solo performance texts, then moves to the writing (and rewriting) of a short play. Students read plays and performance scripts, considering how writers use image, action, speech, and silence; how they structure plays and performance pieces; and how they approach character and plot. (Same as **Theater 260.**)

Prerequisite: One 100-level course in theater or dance or permission of the instructor.

[223c - VPA. **English Renaissance Drama.** (Same as **Theater 223.**)]

226c. Renaissance Sexualities. Spring 2011. Aaron Kitch.

Reimagines the canon of "Renaissance" literature from the perspective of desires that have not yet named, respecting both the differences and similarities between early modern and (post) modern sexualities. Explores homoeroticism, sodomy, and heteronormativity as they shape and are shaped by a range of genres, including the Petrarchan sonnet, the Ovidian minor epic, and the tragicomic romance. Examines how sexuality organized personal, religious, and political practices, with special attention to the politics and poetics of same-sex desire and the erotics of theatrical performance by boy actors on the London stage. Authors include Shakespeare, Spenser, Marlowe, Donne, Mary Wroth, and Queen Elizabeth I, with secondary reading by Foucault, Bruce Smith, Jonathan Goldberg, and Gayle Rubin.

Prerequisite: One first-year seminar or 100-level course in English.

229c. Milton. Every other year. Fall 2011. Ann Kibbie.

A critical study of Milton's major works in poetry and prose, with special emphasis on *Paradise Lost*.

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the pre-1800 literature requirement for English majors.

230c. Theater and Theatricality in the Restoration and the Eighteenth Century. Every other year. Fall 2010. Ann Kibbie.

An overview of the development of the theater from the reopening of the playhouses in 1660 to the end of the eighteenth century, with special emphasis on the emergence of new dramatic modes such as Restoration comedy, heroic tragedy, "she-tragedy," sentimental comedy, and opera. Other topics include the legacy of Puritan anxieties about theatricality; the introduction of actresses on the professional stage; adaptations of Shakespeare on the Restoration and eighteenth-century stage; other sites of public performance, such as the masquerade and the scaffold; and the representation of theatricality in the eighteenth-century novel. (Same as **Theater 230.**)

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the pre-1800 literature requirement for English majors.

[231c. **Topics in Restoration and Eighteenth-Century Poetry and Prose.**]

232c. Topics in the Eighteenth-Century Novel. Fall 2011. Ann Kibbie.

An introduction to English prose fiction of the eighteenth century through the examination of a specific topic shared by a variety of canonical and non-canonical texts. Formerly **English 250**.

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the pre-1800 literature requirement for English majors.

[235c. Radical Sensibility. Formerly **English 240**. (Same as **Gender and Women's Studies 240**.)]**241c. The Victorian Novel: Interior Designs.** Spring 2011. Terri Nickel.

Explores the relation between the psychological interiority of nineteenth-century narrative and innovations in home design and decor. Traces how household goods increasingly come to bear moral or philosophical qualities expressive of personal subjectivity and examines how the novelistic subject conveys emotion, breeding, authority, and moral worth through object choices. Also considers how the blurring of subject/object boundaries can reshape the interior as a gothic or haunted space, replete with uncanny things. Novelists may include C. Brontë, Collins, Conan Doyle, Dickens, Grossmith, Oliphant, Trollope, Wilde, and Yonge. Period readings related to home design may include the work of Beeton, Cullwick, Dresser, Eastlake, Loudon, and Ruskin.

Prerequisite: One first-year seminar or 100-level course in English.

243c. Victorian Genders. Every other year. Spring 2012. Aviva Briefel.

Investigates the literary and cultural construction of gender in Victorian England. Of central concern are fantasies of "ideal" femininity and masculinity, representations of unconventional gender roles and sexualities, and the dynamic relationship between literary genres and gender ideologies of the period. Authors may include Charlotte Brontë, Freud, Gissing, Hardy, Rider Haggard, Christina Rossetti, Ruskin, Schreiner, Tennyson, and Wilde. (Same as **Gay and Lesbian Studies 243** and **Gender and Women's Studies 239**.)

Prerequisite: One first-year seminar or 100-level course in English, gay and lesbian studies, or gender and women's studies.

[244c. Victorian Crime. (Same as **Gay and Lesbian Studies 244** and **Gender and Women's Studies 244**.)]**245c. Modernism/Modernity.** Every other year. Fall 2010. Marilyn Reizbaum.

Examines the cruxes of the "modern," and the term's shift into a conceptual category rather than a temporal designation. Although not confined to a particular national or generic rubric, takes British works as a focus. Organized by movements or critical formations of the modern, i.e., modernisms, psychoanalysis, postmodernism, cultural critique. Readings of critical literature in conjunction with primary texts. Authors/directors/works may include T. S. Eliot, Joyce's *Dubliners*, Lawrence's *Sons and Lovers*, Sontag's *On Photography*, W. G. Sebald's *The Natural History of Destruction*, Ian McEwan's *Enduring Love*, Stevie Smith, Kureishi's *My Son the Fanatic*, and Coetzee's *Disgrace*. (Same as **Gay and Lesbian Studies 245** and **Gender and Women's Studies 247**.)

Prerequisite: One first-year seminar or 100-level course in English, gay and lesbian studies, or gender and women's studies.

[246c. Drama and Performance in the Twentieth Century and Beyond. (Same as **Gender and Women's Studies 262** and **Theater 246**.)]

[247c. **The Irish Story.** Formerly **English 264.**]

248c. The Modern Novel. Every other year. Spring 2011. Marilyn Reizbaum.

A study of the modern impulse in the novel genre in English. Considers origins of the modern novel and developments such as modernism, postmodernism, realism, formalism, impressionism, the rise of short fiction. Focuses on individual or groups of authors and takes into account theories of the novel, narrative theory, critical contexts. Topics shift and may include Philip Roth, Henry Roth, Virginia Woolf, James Joyce, Rebecca West, Dorothy Richardson, Lorrie Moore, Ford Madox Ford, J. M. Coetzee, W. G. Sebald, F. Scott Fitzgerald, John Banville, Ian Watt, Peter Brook, and Franco Moretti. Formerly **English 269.**

Prerequisite: One first-year seminar or 100-level course in English.

249c. Film Noir. Spring 2011. Ann Kibbie.

A survey of film noir, from the hard-boiled detective films of the 1940s to later films that attempt to re-imagine the genre. Focuses on issues of gender and sexuality, the representation of women in film, and gender roles in the 1940s and 1950s. Films may include *The Big Sleep*, *Double Indemnity*, *Strangers on a Train*, *In a Lonely Place*, and *Chinatown*. Readings will include film criticism and theory, as well as some of the novels that were adapted for the screen. Attendance at weekly screenings is required. (Same as **Film Studies 249**, **Gay and Lesbian Studies 249**, and **Gender and Women's Studies 269.**)

Prerequisite: One first-year seminar or 100-level course in English, film studies, gay and lesbian studies, or gender and women's studies.

251c. The American Renaissance. Every other year. Spring 2011. Peter Coviello.

Considers the extraordinary quickening of American writing in the years before the Civil War. Of central concern are the different visions of "America" these texts propose. Authors may include Emerson, Poe, Douglass, Hawthorne, Jacobs, Melville, Stowe, Dickinson, and Whitman.

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the literature of the Americas requirement for English majors.

[253c. **Topics in Twentieth-Century American Literature.**]

[254c. **Twentieth-Century American Poetry.**]

[255c. **Topics in Contemporary Literature Post 1945: Cold War Literature and Culture.** (Same as **Gay and Lesbian Studies 255.**)]

258c - ESD. Literature of Jim Crow. Fall 2010. Tess Chakkalal.

Introduces students to American literature written between 1865 and 1910. Exploring a period marked by the end of the Civil War, Reconstruction, the "New" South, and Jim Crow, students engage with these historical developments through a reading of a wide range of novels, short stories, poems, and plays that take up political tensions between the North and South as well as questions of regional, racial, and national identity. Works by George Washington Cable, Charles Chesnut, Lydia Maria Child, Sarah Orne Jewett, Mark Twain, Sutton E. Griggs, Emily Dickinson, Paul Laurence Dunbar, Henry James, Theodore Dreiser, and Frank Norris constitute the "major" literary voices of the period, but also examines a number of "minor"

works that are similarly, but perhaps more narrowly, concerned with questions of race and nation. (Same as **Africana Studies 258**.)

Prerequisite: One first-year seminar or 100-level course in English or Africana studies.

Note: This course fulfills the literature of the Americas requirement for English majors.

259c. Detective Fiction. Fall 2010. Brock Clarke.

Part of the pleasure of reading detective fiction is figuring out Whodunnit? But an even bigger pleasure is figuring out Who Cares? What does detective fiction say about the things that matter most to us, that most trouble us: race, gender, sexuality, class, politics, power, violence, money, literature itself? Through works by Poe, Chandler, Himes, Spark, Ishiguro, P. D. James, Highsmith, Auster, Whitehead, Lethem, examines why detective fiction matters not only as entertainment, but also as art, and how it might enable readers and writers interrogate and re-imagine the worlds that most terrify and inspire them.

Prerequisite: One first-year seminar or 100-level course in English.

260c. African American Fiction: (Re)Writing Black Masculinities. Fall 2010. Guy Mark Foster.

In 1845, Frederick Douglass told his white readers: “You have seen how a man was made a slave; you shall see how a slave was made a man.” This simple statement effectively describes the enduring paradox of African American male identity: although black and white males share a genital sameness, until the nation elected its first African American president the former has inhabited a culturally subjugated gender identity in a society premised on both white supremacy and patriarchy. But Douglass’s statement also suggests that black maleness is a discursive construction, i.e., that it changes over time. If this is so, how does it change? What are the modes of its production and how have black men over time operated as agents in reshaping their own masculinities? Reading a range of literary and cultural texts, both past and present, students examine the myriad ramifications of, and creative responses to, this ongoing challenge. (Same as **Africana Studies 260** and **Gender and Women’s Studies 260**.)

Prerequisite: One first-year seminar or 100-level course in English, Africana studies, or gender and women’s studies.

Note: This course fulfills the literature of the Americas requirement for English majors.

[261c. African American Poetry. (Same as **Africana Studies 261**.)]

262c. Contemporary British Fiction. Spring 2011. Brock Clarke.

Examines contemporary British fiction written and published by British writers between 1950 and the present (including work by Amis, Spark, Ishiguro, Murdoch, Zadie Smith, Angela Carter, Coe, and others). Discusses what it means for fiction to be contemporary—is it simply a matter of when a book was written, or is it more of how it was written? Or both? Also discusses—in the wake of World War II and the end of England as a colonial power—what it means to be British, and why that should matter to us.

Prerequisite: One first-year seminar or 100-level course in English.

[270c. African American Fiction: Childhood and Adolescence. Formerly **English 275** (same as **Africana Studies 275**). (Same as **Africana Studies 270**.)]

[271c - ESD. Introduction to Asian American Literature. Formerly **English 284**. (Same as **Asian Studies 213**.)]

273c - ESD, IP: Writing China from Afar. Spring 2011. Belinda Kong.

The telling of a nation's history is often the concern not only of historical writings but also literary ones. Examines contemporary diaspora literature on three shaping moments of twentieth-century China: the Second Sino-Japanese War (1937–45), the Cultural Revolution (1966–76), and the 1989 Tiananmen democracy movement and massacre. Focuses on authors born and raised in China but since dispersed into various Western locales, particularly the United States, England, and France. Critical issues include the role of the Chinese diaspora in the historiography of World War II, particularly the Nanjing Massacre; the functions and hazards of Chinese exilic literature, such as the genre of Cultural Revolution memoirs, in Western markets today; and more generally, the relationship between history, literature, and the cultural politics of diasporic representations of origin. Authors may include Shan Sa, Dai Sijie, Hong Ying, Yan Geling, Zheng Yi, Yiyun Li, Gao Xingjian, Ha Jin, Annie Wang, and Ma Jian. Formerly **English 283**. (Same as **Asian Studies 212**.)

Prerequisite: One first-year seminar or 100-level course in English, or one course in Asian studies.

274c - ESD, IP: Asian Diaspora Literature of World War II. Fall 2010. Belinda Kong.

Focuses on World War II as a global moment when modernity's two sides, its dreams and nightmares, collided. Emphasis on contemporary Asian diaspora Anglophone fiction that probes the exclusions and failures of nation and empire—foundational categories of modernity—from both Western and Asian perspectives. On the one hand, World War II marks prominently the plurality of modernities in our world: as certain nations and imperial powers entered into their twilight years, others were just emerging. At the same time, World War II reveals how such grand projects of modernity as national consolidation, ethnic unification, and imperial expansion have led to consequences that include colonialism, internment camps, the atom bomb, sexual slavery, genocide, and the widespread displacement of peoples that inaugurates diasporas. Diaspora literature thus constitutes one significant focal point where modernity may be critically interrogated. (Same as **Asian Studies 216**.)

Prerequisite: One first-year seminar or 100-level course in English, or one course in Asian studies.

276c. Queer Race. Spring 2011. Guy Mark Foster.

How does the concept of “queerness” signify in cultural texts that are ostensibly about the struggle for racial equality? And vice versa, how does the concept of “racialization” signify in cultural texts that are ostensibly about the struggle for LGBT recognition and justice? While some of this work tends to reduce “queer” to traditional sexual minorities like lesbian and trans folk while downplaying racial considerations, others tend to limit the category “race” to people of color like blacks while downplaying questions about sexuality. Such critical and creative gestures often place “queer” and “race” in opposition rather than as intersecting phenomena. Students examine the theoretical and cultural assumptions of such gestures, and their implications, through close readings of selected works in both the LGBT and African American literary traditions. Formerly **English 273** (same as **Africana Studies 273** and **Gender and Women's Studies 205**). (Same as **Africana Studies 276** and **Gay and Lesbian Studies 276**.)

Prerequisite: One first-year seminar or 100-level course in English, Africana studies, or gay and lesbian studies.

Note: This course fulfills the literature of the Americas requirement for English majors.

[**278c - VPA. Of Comics and Culture.**]

[279c - ESD, IP. **Asian America's Aging.** (Same as **Asian Studies 224.**)]

282c. Introduction to Literary and Cultural Theory. Spring 2011. Aaron Kitch.

Explores some influential works of literary and cultural criticism in order to expand our traditional boundaries of critical analysis. Begins with the contributions of Marxism and psychoanalysis, then considers cultural materialism, structuralism, poststructuralism, and queer theory. Topics also include critical race theory, feminism, and cultural studies. Using textual and pictorial examples, places such modes of analysis in their historical and cultural context. Authors include Walter Benjamin, Theodor Adorno, Jacques Lacan, Fredric Jameson, Michel Foucault, Terry Eagleton, Judith Butler, Gayle Rubin, and Eve Sedgwick.

Prerequisite: One first-year seminar or 100-level course in English, Africana studies, or gender and women's studies; or **Gay and Lesbian Studies 201.**

285c - ESD, IP. Global Fiction and "The Great Game." Spring 2011. Hilary Thompson.

Examines recent Anglophone global fiction's return to the "Great Game" metaphor—originally referring to Britain and Russia's 1813–1907 imperial rivalry over central Asia—now revived in contemporary works that, playing off of past genres of espionage and adventure, figure global politics as a competitive game and imagine its space as a playing field. Considers the effects of colonialism, globalization, and 9/11 on this literature as well as, conversely, this literature's influence on our perceptions of global politics. Authors may include Rushdie, Ghosh, Norbu, Aslam, Khan, and Shamsie.

Prerequisite: One first-year seminar or 100-level course in English.

291c–294c. Intermediate Independent Study in English. The Department.

310–350. Advanced Literary Study. Every year.

English 300-level courses are advanced seminars; students who take them are normally English majors. Their content and perspective varies—the emphasis may be thematic, historical, generic, biographical, etc. All require extensive reading in primary and collateral materials.

310c. The Epistemology of Pleasure. Fall 2010. Aaron Kitch.

Explores the religious, political, and cultural consequences of pleasure during the English Renaissance (c. 1400 to 1650) as they shaped a range of art forms, including drama, poetry, painting, and sculpture. New interest in pleasure as a type of human experience emerged in part through the revival of classical debates between Stoicism and Epicureanism. At the same time, "palaces" of pleasure like the commercial theater were established, along with private gardens and baths modeled on classical precedents. Topics include the relationship between poetry and the "sister arts" of painting, music, and sculpture; pleasure as an end in itself; pleasure and the body; and the politics of female pleasure. Authors include Ovid, Marlowe, Shakespeare, Montaigne, Behn, Freud, Foucault, and Žižek. (Same as **Gay and Lesbian Studies 311.**)

Prerequisite: One 200-level course in English or gay and lesbian studies, or permission of the instructor.

Note: This course fulfills the pre-1800 literature requirement for English majors.

316c. Shakespeare's Sonnets. Spring 2011. William Watterson.

Close reading of Shakespeare's 154 sonnets and the appended narrative poem "A Lover's Complaint," which accompanies them in the *editio princeps* of 1609. Required texts include the "New Arden" edition of *Shakespeare's Sonnets* (1997) edited by Katherine Duncan-Jones, and Helen Vendler's *The Art of Shakespeare's Sonnets* (1998). Critical issues examined include

the dating of the sonnets, the order in which they appear, their rhetorical and architectural strategies, and their historical and autobiographical content. (Same as **Gay and Lesbian Studies 316**.)

Prerequisite: One 200-level course in English or gay and lesbian studies, or permission of the instructor.

Note: This course fulfills the pre-1800 literature requirement for English majors.

323c. The Joyce Revolution. Fall 2010. Marilyn Reizbaum.

An examination of James Joyce's signal contributions to modern writing and critical theories. Reading includes the major works (*Dubliners*, *Portrait of the Artist as a Young Man*, *Ulysses*), essays by Joyce, and writings by others who testify to the Joyce mystique: e.g., Oliver St. John Gogarty, T. S. Eliot, Virginia Woolf, Jacques Derrida, Seamus Heaney, Maud Ellmann.

Prerequisite: One 200-level course in English or permission of the instructor.

324c. Forbidden Capital. Spring 2011. Belinda Kong.

"To get rich is glorious!"—so goes the slogan popularly attributed to Deng Xiaoping, who ushered 1980s China into an era of economic liberalization. Examines contemporary Chinese diaspora fiction that responds to, struggles with, and/or satirizes the paradoxes of socialist capitalism. Also explores recent political debates about the democratizing promise of capitalism in relation to the history of Western capital in China, with attention to diaspora literature on colonial cities such as Hong Kong and pre-communist Shanghai. (Same as **Asian Studies 324**.)

Prerequisite: One 200-level course in English or Asian studies, or permission of the instructor.

326c. African American Literature and the Law. Spring 2011. Tess Chakkalakal.

Examines the intersections between literature and law through works of African American literature. Students investigate the influence of landmark legal cases—*Dred Scott*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Loving v. Virginia*—on the production and dissemination of particular works of American and African American literature. Works by Charles Chesnutt, Ralph Ellison, Pauline Hopkins, Harriet Beecher Stowe, and Frederick Douglass are among those that will be considered. (Same as **Africana Studies 326**.)

Prerequisite: One 200-level course in English or Africana studies.

Note: This course fulfills the literature of the Americas requirement for English majors.

401c–404c. Advanced Independent Study and Honors in English. The Department.

ENVIRONMENTAL STUDIES

Philip Camill, *Program Director*

Eileen Sylvan Johnson, *Program Manager*; Rosemary Armstrong, *Program Assistant*

Associate Professors: Philip Camill (Earth and Oceanographic Science), Matthew Klinge (History), John Lichter† (Biology), Lawrence H. Simon (Philosophy), Dharni Vasudevan (Chemistry)

Assistant Professor: Connie Y. Chiang (History)

Lecturers: Anne C. J. Hayden, DeWitt John, Jill E. Pearlman, Kara Wooldrik

Visiting Scholar: Shelia Watt-Cloutier

Contributing Faculty: Mark O. Battle†, David Collings†, Damon P. Gannon, Guillermo Herrera, Amy S. Johnson, Susan A. Kaplan, Edward P. Laine, Peter D. Lea, Barry Logan, Sarah F. McMahon, Nancy E. Riley†, Collin Roesler, Allen L. Springer, David J. Vail, Laura Voss, Anthony Walton, Allen Wells, Nathaniel T. Wheelwright

Requirements for the Coordinate Major in Environmental Studies (ES)

Among Bowdoin's major programs, the coordinate major is unique to the Environmental Studies Program. An environmental studies major must also have a disciplinary major, either in a departmental major such as biology, economics, history, etc., or in a program major such as Asian studies, gender and women's studies, etc. Courses taken to satisfy the College's distribution requirements or to fulfill the requirements of the second major may be double-counted toward the environmental studies major requirements, except as noted. A grade of C- or better must be earned in a course to fulfill the major requirement.

Completion of the ES major requires the following courses:

1. Introductory, interdisciplinary course: **ES 101 Introduction to Environmental Studies**, preferably taken as a first-year student.
2. One 100-level or higher course in biology, chemistry, earth and oceanographic science, or physics.
3. One environmental science course: **ES 201 Perspectives in Environmental Science** (same as **Biology 158** and **Chemistry 105**).
4. One environmental social science course chosen from: **ES 207 Building Healthy Communities** (same as **Government 207**); **ES 218 Environmental Economics** (same as **Economics 218**); **ES 228 Natural Resource Economics** (same as **Economics 228**); **ES 240 Environmental Law**; **ES 263 International Environmental Policy** (same as **Government 263**); or **ES 272 The Right to be Cold: Contemporary Arctic Environmental and Cultural Issues** (same as **Anthropology 272**). Previous courses that can count towards this requirement include **ES 202 Environmental Policy and Politics** (same as **Government 202**), **ES 221 Environmental Inequality and Justice** (same as **Sociology 221**), and **ES 264 Energy, Climate, and Air Quality** (same as **Government 264**).
5. One environmental humanities course: **ES 203 Environment and Culture in North American History** (same as **History 242**).
6. One senior seminar: A culminating course that provides an opportunity for exploration of a topic or a senior capstone course experience of one semester is required of majors. Such courses are multidisciplinary, studying a topic from at least two areas of the curriculum. It is preferable

to take this course during the senior year. Please check on the Environmental Studies Program Web site for an updated list of courses satisfying this requirement.

7. Beyond the core courses, students must choose a concentration (listed below):

ES Disciplinary Concentrations: For this option, ES coordinate majors must take three 100-level or above courses within one of the following concentrations:

—for *History, Landscape, Values, Ethics, and the Environment*, students choose from ES courses designated with a “c”

—for *Environmental Economics and Policy*, students choose ES courses designated with a “b”

—for the *Interdisciplinary Environmental Science Concentration*, students choose ES courses designated with an “a” (in addition, **Chemistry 210 Chemical Analysis** and **Chemistry 240 Inorganic Chemistry** count toward this concentration). ES majors are strongly advised to take one of the ES science courses outside of their departmental requirements. ES science majors should consult with their ES science advisor in identifying a science course outside their major.

Student-designed Environmental Studies Concentration: Students majoring in ES have the option of designing their own concentration consisting of three courses in addition to the core courses and senior seminars. Student-designed concentrations are particularly appropriate for students interested in exploring environmental issues from a cross-divisional perspective. Students must submit a self-designed concentration form (available from the program), explaining their plan of study to the program director by the first week of the first semester of the junior year, listing the three ES courses proposed, and explaining how the courses are related to the issue of interest to the student. Proposals must be approved by the program director.

Requirements for the Minor in Environmental Studies

The minor consists of five courses: **Environmental Studies 101**; two courses at the 200 level or higher, one of which should be outside a student’s departmental major; and two core courses in the disciplinary area as specified below. Courses taken to satisfy the College’s distribution requirements or to fulfill the requirements of the second major may be double-counted toward the environmental studies minor requirements, except as noted. A grade of C- or better must be earned in a course to fulfill the minor requirement.

—for *natural science majors*: **ES 203 Environment and Culture in North American History** (same as **History 242**) and one social science course from the following: **ES 207 Building Healthy Communities** (same as **Government 207**); **ES 218 Environmental Economics** (same as **Economics 218**); **ES 228 Natural Resource Economics** (same as **Economics 228**); **ES 240 Environmental Law**; **ES 263 International Environmental Policy** (same as **Government 263**); or **ES 272 The Right to be Cold: Contemporary Arctic Environmental and Cultural Issues** (same as **Anthropology 272**). Previous courses that can count towards this requirement include **ES 202 Environmental Policy and Politics** (same as **Government 202**), **ES 221 Environmental Inequality and Justice** (same as **Sociology 221**), and **ES 264 Energy, Climate, and Air Quality** (same as **Government 264**).

—for *social science majors*: **ES 201 Perspectives in Environmental Science** (same as **Biology 158** and **Chemistry 105**) and **ES 203 Environment and Culture in North American History** (same as **History 242**);

—for *humanities majors*: **ES 201 Perspectives in Environmental Science** (same as **Biology 158** and **Chemistry 105**), and one social science course from the following: **ES 207 Building Healthy Communities** (same as **Government 207**); **ES 218 Environmental Economics** (same as **Economics 218**); **ES 228 Natural Resource Economics** (same as **Economics 228**); **ES 240 Environmental Law**; **ES 263 International Environmental Policy** (same as **Government 263**); or **ES 272 The Right to be Cold: Contemporary Arctic Environmental and Cultural Issues** (same as **Anthropology 272**). Previous courses that can count towards this requirement include **ES 202 Environmental Policy and Politics** (same as **Government 202**), **ES 221 Environmental Inequality and Justice** (same as **Sociology 221**), and **ES 264 Energy, Climate, and Air Quality** (same as **Government 264**).

First-Year Seminar

For a full description of first-year seminars, see pages 147–58.

12b. Campus: Landscape, Architecture, and the Educational Ideal. Fall 2010. Jill Pearlman.

[**15c. Frontier Crossings: The Western Experience in American History.** (Same as **History 15**.)]

16b. Sustaining Maine's Northern Forest: Economy, Ecology, and Community. Fall 2010. David J. Vail. (Same as **Economics 16**.)

Introductory, Intermediate, and Advanced Courses

71a - INS, VPA. Bird Song, Human Song. Spring 2011. Robert Greenlee and Nathaniel T. Wheelwright.

A study of avian and human melodies, including the mechanics, anatomy, neurobiology, and endocrinology of sound production and recognition in birds and humans; ecological, geographical, and evolutionary contexts of song; and interspecific influences on songs. Songs and calls, identified aurally and through basic music notation, are used to inspire new musical compositions that explore the musical relationships between humans and birds. Requires field trips and anatomy laboratories; no music or biology experience is required or presumed. (Same as **Biology 71** and **Music 71**.)

[**79a - INS. Agriculture: Ancient and Modern.** (Same as **Biology 79**.)]

[**81a - INS. Physics of the Environment.** (Same as **Physics 81**.)]

101. Introduction to Environmental Studies. Every fall. DeWitt John, Lawrence Simon, and Dharni Vasudevan.

An interdisciplinary introduction from the perspectives of the natural sciences, the social sciences, and moral philosophy to the variety of environmental problems confronting us today. Provides an overview of the state of scientific knowledge about major environmental problems, both global and regional, an analysis of the ethical problems they pose, potential responses of governments and individuals, and an exploration of both the successes and the inadequacies of environmental policy. Topics include air pollution, fisheries, and chemicals in the environment as well as global population, climate change, energy, and sustainability.

102a - INS. Introduction to Oceanography. Every spring. Collin Roesler.

The fundamentals of geological, physical, chemical, and biological oceanography: tectonic evolution of the ocean basins, thermohaline and wind-driven circulation, chemical cycles, primary production and trophodynamics with emphasis on oceans' role in climate change.

Weekly labs will apply the principles in the setting of Casco Bay and the Gulf of Maine. (Same as **Earth and Oceanographic Science 102.**)

104a - MCSR, INS. Environmental Geology and Hydrology. Every spring. Peter Lea.

An introduction to aspects of geology and hydrology that affect the environment and land use. Topics include lakes, watersheds and surface-water quality, groundwater contamination, coastal erosion, and landslides. Weekly labs and field trips examine local environmental problems affecting Maine's rivers, lakes, and coast. Students complete a community-based research project on Maine water quality. Formerly **Geology 100** (same as **Environmental Studies 100**). (Same as **Earth and Oceanographic Science 104.**)

[**154a. Ecology of the Gulf of Maine and Bay of Fundy.** (Same as **Biology 154.**)]

200a. Biogeochemistry: An Analysis of Global Change. Every fall. Philip Camill.

Understanding global change requires knowing how the biosphere, geosphere, oceans, ice, and atmosphere interact. An introduction to earth system science, emphasizing the critical interplay between the physical and living worlds. Key processes include energy flow and material cycles, soil development, primary production and decomposition, microbial ecology and nutrient transformations, and the evolution of life on geochemical cycles in deep time. Terrestrial, wetland, lake, river, estuary, and marine systems are analyzed comparatively. Applied issues are emphasized as case studies, including energy efficiency of food production, acid rain impacts on forests and aquatic systems, forest clearcutting, wetland delineation, eutrophication of coastal estuaries, ocean fertilization, and global carbon sinks. (Same as **Earth and Oceanographic Science 200.**)

Prerequisite: One of the following: **Earth and Oceanographic Science 101, 102** (same as **Environmental Studies 102**), **103** (same as **Environmental Studies 103**), or **104** (same as **Environmental Studies 104**) [formerly **Geology 100** (same as **Environmental Studies 100**)]; **Biology 102** or **109**; or **Chemistry 102** or **109**.

201a - MCSR, INS. Perspectives in Environmental Science. Every spring. Spring 2011. Philip Camill and Dharni Vasudevan.

Functioning of the earth system is defined by the complex and fascinating interaction of processes within and between four principal spheres: land, air, water, and life. Leverages key principles of environmental chemistry and ecology to unravel the intricate connectedness of natural phenomena and ecosystem function. Fundamental biological and chemical concepts are used to understand the science behind the environmental dilemmas facing societies as a consequence of human activities. Laboratory sessions consist of local field trips, laboratory experiments, group research, case study exercises, and discussions of current and classic scientific literature. (Same as **Biology 158** and **Chemistry 105.**)

Prerequisite: One 100-level or higher course in biology, chemistry, earth and oceanographic science, or physics.

203c - ESD. Environment and Culture in North American History. Every spring. Spring 2011. Matthew Klinge.

Explores relationships between ideas of nature, human transformations of the environment, and the effect of the physical environment upon humans through time in North America. Topics include the "Columbian exchange" and colonialism; links between ecological change and race, class, and gender relations; the role of science and technology; literary and artistic perspectives of "nature"; agriculture, industrialization, and urbanization; and the rise of modern

environmentalism. Assignments include a research-based service learning term project. (Same as **History 242.**)

Prerequisite: **Environmental Studies 101** or permission of the instructor.

[**204a. Introduction to Geographic Information Systems.**]

[**205a - INS. Environmental Chemistry.** (Same as **Chemistry 205** and **Earth and Oceanographic Science 205.**)]

207b. Building Healthy Communities. Spring 2011. DeWitt John.

Examines efforts by communities and regions to build strong local economies, safeguard important environmental values, protect public health, and address issues of economic and social justice. In many communities, metropolitan areas, and rural regions, state and local government officials work with other leaders to set ambitious goals for economic and environmental sustainability and to develop specific plans for sustainable development. These efforts cross political, institutional, and sectoral barriers, thus challenging and sometimes reshaping state and local politics as well as American federalism. Examines how local leaders can work in complex settings to set goals and mobilize federal, private, and nonprofit resources to achieve specific, cross-cutting objectives. (Same as **Government 207.**)

Prerequisite: One course in environmental studies or government.

210a - MCSR, INS. Plant Physiology. Fall 2010. Barry A. Logan.

An introduction to the physiological processes that enable plants to grow under the varied conditions found in nature. General topics discussed include the acquisition, transport, and use of water and mineral nutrients, photosynthetic carbon assimilation, and the influence of environmental and hormonal signals on development and morphology. Adaptation and acclimation to extreme environments and other ecophysiological subjects are also discussed. Weekly laboratories reinforce principles discussed in lecture and expose students to modern research techniques. (Same as **Biology 210.**)

Prerequisite: **Biology 102, 104, 105, or 109.**

215a - MCSR, INS. Behavioral Ecology and Population Biology. Fall 2010. Nathaniel T. Wheelwright.

Study of the behavior of animals and plants, and the interactions between organisms and their environment. Topics include population growth and structure, and the influence of competition, predation, and other factors on the behavior, abundance, and distribution of plants and animals. Laboratory sessions, field trips, and research projects emphasize concepts in ecology, evolution and behavior, research techniques, and the natural history of local plants and animals. Optional field trip to the Bowdoin Scientific Station on Kent Island. (Same as **Biology 215.**)

Prerequisite: **Biology 102, 104, 105, or 109.**

216c. Telling Environmental Stories. Fall 2010. Anthony Walton.

Intended for students with a demonstrated interest in environmental studies, as an introduction to several modes of storytelling, which communicate ideas, historical narratives, personal experiences, and scientific and social issues in this increasingly important area of study and concern. Explores various techniques, challenges, and pleasures of storytelling, and examines some of the demands and responsibilities involved in the conveyance of different types of information with clarity and accuracy in nonfiction narrative. Engages student writing through

the workshop method, and includes study of several texts, including *The Control of Nature*, *Cadillac Desert*, *Living Downstream*, and *Field Notes from a Catastrophe*. (Same as **English 213**.)

Prerequisite: Permission of the instructor.

218b - MCSR. Environmental Economics and Policy. Spring 2011. Erik Nelson.

An exploration of environmental degradation and public policy responses in industrial economies. Market failures, property rights, and materialistic values are investigated as causes of pollution and deteriorating ecosystem functions. Guidelines for equitable and cost-effective environmental policy are explored, with an emphasis on the roles and limitations of cost-benefit analysis and techniques for estimating non-monetary values. Three core themes are the transition from “command and control” to incentive-based policies; the evolution from piecemeal regulation to comprehensive “green plans” (as in the Netherlands); and the connections among air pollution, energy systems, and global warming. (Same as **Economics 218**.)

Prerequisite: **Economics 101** or permission of the instructor.

219a - MCSR, INS. Biology of Marine Organisms. Every fall. Amy Johnson.

The study of the biology and ecology of marine mammals, seabirds, fish, intertidal and subtidal invertebrates, algae, and plankton. Also considers the biogeographic consequences of global and local ocean currents on the evolution and ecology of marine organisms. Laboratories, field trips, and research projects emphasize natural history, functional morphology, and ecology. Lectures and three hours of laboratory or field trip per week. One weekend field trip included. (Same as **Biology 219**.)

Prerequisite: **Biology 102, 104, 105, or 109**.

[**221b - ESD. Environmental Inequality and Justice.** (Same as **Sociology 221**.)]

225a - MCSR, INS. Community, Ecosystem, and Global Change Ecology. Fall 2011. John Lichter.

Community ecology is the study of dynamic patterns in the distribution and abundance of organisms. Ecosystem ecology is the study of the flow of energy and cycling of matter through ecological communities. Global change ecology examines how human activities alter communities and ecosystems and how these changes play out at the global scale. Topics include the creation and maintenance of biodiversity, the complexity of species interactions in food webs, the role of disturbance in ecological processes, the importance of biodiversity in ecosystem processes, and human influences on global biogeochemical cycles and climate change. Laboratory sessions consist of local field trips, team research exercises, and independent field research projects. Current and classic scientific literature is discussed weekly. (Same as **Biology 225**.)

Prerequisite: **Biology 102, 104, 105, or 109**.

[**227c - IP. City and Landscape in Modern Europe.** (Same as **History 227**.)]

228b - MCSR. Natural Resource Economics and Policy. Fall 2010. Guillermo Herrera.

A study of the economic issues surrounding the existence and use of renewable natural resources (e.g., forestry/land use, fisheries, water, ecosystems, and the effectiveness of antibiotics) and exhaustible resources (e.g., minerals, fossil fuels, and old growth forest). A basic framework is first developed for determining economically efficient use of resources over time, then extended to consider objectives other than efficiency, as well as the distinguishing biological, ecological, physical, political and social attributes of each resource. Uncertainty, common property, and

various regulatory instruments are discussed, as well as alternatives to government intervention and/or privatization. (Same as **Economics 228**.)

Prerequisite: **Economics 101**.

[**231b. Native Peoples and Cultures of Arctic America**. (Same as **Anthropology 231**.)]

232c - ESD. History of the American West. Fall 2011. Connie Chiang.

Survey of what came to be called the Western United States from the nineteenth century to the present. Topics include Euro-American relations with Native Americans; the expansion and growth of the federal government into the West; the exploitation of natural resources; the creation of borders and national identities; race, class, and gender relations; the influence of immigration and emigration; violence and criminality; cities and suburbs; and the enduring persistence of the "frontier" myth in American culture. Students write several papers and engage in weekly discussion based upon primary and secondary documents, art, literature, and film. (Same as **History 232**.)

[**233c. Architecture and Sustainability**. (Same as **Visual Arts 233**.)]

235c - ESD. Borderlands and Empires in Early North America. Fall 2010. Matthew Klinge.

Survey of the making of North America from initial contact between Europeans and Africans and Native Americans to the creation of the continent's three largest nations by the mid-nineteenth century: Canada, Mexico, and the United States. Topics include the history of Native populations before and after contact; geopolitical and imperial rivalries that propelled European conquests of the Americas; evolution of free and coerced labor systems; environmental transformations of the continent's diverse landscapes and peoples; formation of colonial settler societies; and the emergence of distinct national identities and cultures in former European colonies. Students write several papers and engage in weekly discussion based upon primary and secondary documents, art, literature, and material culture. (Same as **History 235** and **Latin American Studies 236**.)

[**240b. Environmental Law**.]

243c - VPA. Modern Architecture: 1750 to 2000. Fall 2010. Jill Pearlman.

Examines major buildings, architects, architectural theories, and debates during the modern period, with a strong emphasis on Europe through 1900, and both the United States and Europe in the twentieth century. Central issues of concern include architecture as an important carrier of historical, social, and political meaning; changing ideas of history and progress in built form; and the varied architectural responses to industrialization. Attempts to develop students' visual acuity and ability to interpret architectural form while exploring these and other issues. (Same as **Art History 243**.)

244c - VPA. City, Anti-City, and Utopia: Building Urban America. Spring 2011. Jill Pearlman.

Explores the evolution of the American city from the beginning of industrialization to the present age of mass communications. Focuses on the underlying explanations for the American city's physical form by examining cultural values, technological advancement, aesthetic theories, and social structure. Major figures, places, and schemes in the areas of urban design and architecture, social criticism, and reform are considered. (Same as **History 244**.)

[**245c - VPA. The Nature of Frank Lloyd Wright**.]

247c. Maine: A Community and Environmental History. Spring 2011. Sarah McMahon.

Seminar. Examines the evolution of various Maine social and ecological communities—inland, hill country, and coastal. Begins with the contact of European and Native American cultures, examines the transfer of English and European agricultural traditions in the seventeenth and eighteenth centuries, and explores the development of diverse geographic, economic, ethnic, and cultural communities during the nineteenth and into the early twentieth centuries. (Same as **History 247**.)

Prerequisite: One course in history or permission of the instructor.

250c - ESD. California Dreamin': A History of the Golden State. Spring 2011. Connie Chiang.

Seminar. Sunshine, beaches, shopping malls, and movie stars are the popular stereotypes of California, but social conflicts and environmental degradation have long tarnished the state's golden image. Unravels the myth of the California dream by examining the state's social and environmental history from the end of Mexican rule and the discovery of gold in 1848 to the 2003 election of Arnold Schwarzenegger. Major topics include immigration and racial violence; radical and conservative politics; extractive and high-tech industries; environmental disasters; urban, suburban, and rural divides; and California in American popular culture. (Same as **History 250**.)

[**253a. Atmosphere and Ocean Dynamics.** (Same as **Earth and Oceanographic Science 257** and **Physics 257**.)]

[**256c - IP. Environment and Society in Latin America.** (Same as **History 256** and **Latin American Studies 256**.)]

258c. Environmental Ethics. Spring 2011. Lawrence H. Simon.

What things in nature have moral standing? What are our obligations to them? How should we resolve conflicts among our obligations? After an introduction to ethical theory, topics to be covered include anthropocentrism, the moral status of nonhuman sentient beings and of non-sentient living beings, preservation of endangered species and the wilderness, holism versus individualism, the land ethic, and deep ecology. (Same as **Philosophy 258**.)

263b. International Environmental Policy. Spring 2011. Allen L. Springer.

Examines the political, legal, and institutional dimension of international efforts to protect the environment. Problems discussed include transboundary and marine pollution, maintaining biodiversity, and global climate change. (Same as **Government 263**.)

[**264b. Energy, Climate, and Air Quality.** (Same as **Government 264**.)]

[**266b. Find a Way or Make One: Arctic Exploration in Cultural, Historical, and Environmental Context.** (Same as **Anthropology 266**.)]

267a - INS. Coastal Oceanography. Every spring. Spring 2011. Edward Laine.

Principles and problems in coastal oceanography, with an emphasis on interdisciplinary inquiry. Topics include circulation and sediment transport within estuaries and on the continental shelf, impact of human systems on the marine environment, and issues and controversies of eutrophication and hypoxia in the coastal environment. (Same as **Earth and Oceanographic Science 267**.)

Prerequisite: One course in earth and oceanographic science or permission of the instructor.

270a. Landscapes and Global Change. Every other spring, Spring 2012. Peter Lea.

The earth's surface is marked by the interactions of the atmosphere, water and ice, biota, tectonics, and underlying rock and soil. Even familiar landscapes beget questions on how they formed, how they might change, and how they relate to patterns at both larger and smaller scales. Examines earth's landscapes and the processes that shape them, with particular emphasis on how future changes may both influence and be influenced by humans. Topics include specific land-shaping agents (rivers, glaciers, landslides, groundwater), as well as how these agents interact with one another and with changing climate and human activities. (Same as **Earth and Oceanographic Science 270**.)

Prerequisite: One course in earth and oceanographic science or permission of the instructor.

271a. Biology of Marine Mammals. Fall 2010. Damon Gannon.

Examines the biology of cetaceans, pinnipeds, sirenians, and sea otters. Topics covered include diversity, evolution, morphology, physiology, ecology, behavior, and conservation. Detailed consideration is given to the adaptations that allow these mammals to live in the sea. Consists of lecture, discussion of primary literature, lab, field trips, and student-selected case studies. Laboratory and field exercises consider anatomy, biogeography, social organization, foraging ecology, population dynamics, bioacoustics, and management of the marine mammal species found in the Gulf of Maine. (Same as **Biology 271**.)

Prerequisite: One of the following: **Biology 154** (same as **Environmental Studies 154**), **158** (same as **Chemistry 105** and **Environmental Studies 201**), **215** (same as **Environmental Studies 215**), **216**, **219** (same as **Environmental Studies 219**), or **225** (same as **Environmental Studies 225**).

272b - ESD, IP. The Right to Be Cold: Contemporary Arctic Environmental and Cultural Issues. Fall 2010. Susan A. Kaplan and Sheila Watt-Cloutier.

Throughout the Arctic, northern peoples face major environmental changes and cultural and economic challenges. Landscapes, icescapes, and seascapes on which communities rely are being transformed, and arctic plants and animals are being affected. Many indigenous groups see these dramatic changes as endangering their health and cultural way of life. Others see a warming Arctic as an opportunity for industrial development. Addressing contemporary issues that concern northern peoples in general and Inuit in particular involves understanding connections between leadership, global environmental change, human rights, indigenous cultures, and foreign policies, and being able to work on both a global and local level. (Same as **Anthropology 272**.)

Prerequisite: **Anthropology 101** or **102**, and **Environmental Studies 101**; or permission of the instructor.

[**274a - MCSR, INS. Marine Conservation Biology.** (Same as **Biology 274**.)]

280a. Plant Responses to the Environment. Spring 2011. Barry A. Logan.

Plants can be found growing under remarkably stressful conditions. Even your own backyard poses challenges to plant growth and reproduction. Survival is possible only because of a diverse suite of elegant physiological and morphological adaptations. The physiological ecology of plants from extreme habitats (e.g., tundra, desert, hypersaline) is discussed, along with the responses of plants to environmental factors such as light and temperature. Readings from the primary literature facilitate class discussion. Excursions into the field and laboratory exercises complement class material. (Same as **Biology 280**.)

Prerequisite: **Biology 210** or **225**, or permission of the instructor.

282a - MCSR, INS. Oceans and Climate. Every fall. Fall 2010. Collin Roesler.

Oceans cover more than 70 percent of the earth's surface. Through the transfer of heat and matter, the oceans drive earth's climate and ultimately life on earth. Students will learn how records of paleoclimates are preserved in deep-sea sediments and glacial ice cores and how natural climate variations can be distinguished from human induced changes. The role of the ocean in buffering increasing heat and carbon in the atmosphere and ocean ecosystem responses to climate perturbations will be explored. Weekly laboratory sessions will be devoted to field trips, laboratory experiments, and computer-based data analysis and modeling to provide hands-on experiences for understanding the time and spaces scales of processes governing oceans, climate, and ecosystems. **Earth and Oceanographic Science 200** and **Mathematics 161** are recommended. (Same as **Earth and Oceanographic Science 282**.)

Prerequisite: One course in earth and oceanographic science or permission of the instructor.

283c. Environmental Education. Fall 2010. Kara Wooldrik.

Examines the role of environmental education within environmental studies while providing students with the opportunity to gain hands-on experience within a local elementary school. Students read, research, analyze, discuss, and write about theoretical essays, articles, and books from the field of environmental education, in addition to theoretical material on pedagogy and lesson plans. Topics include ecological literacy, the historical roots of environmental education, globalization, sustainable education, and policy implications of environmental education. In addition, students teach at least one hour weekly. Students develop lesson plans and reflect on their experience of teaching environmental education lessons.

Prerequisite: **Environmental Studies 101**.

[**287a. Poles Apart: A Comparison of Arctic and Antarctic Environments.** (Same as **Earth and Oceanographic Science 287**.)]

291–294. Intermediate Independent Study in Environmental Studies. The Program.

301. Environmental Studies Capstone Project. Spring 2012. Philip Camill.

Structured around a semester-long project providing students with a hands-on, capstone experience that applies prior coursework in the environmental studies major. Students work as a collaborative team to explore one issue and to develop a report/project useful to the community. The final project will be a culmination of student-led discussions, readings, meetings with stakeholders, field trips, original research and design, and data analysis. Potential issues to be examined may include carbon neutrality and campus sustainability at Bowdoin, climate change in Maine, conservation, land use, energy, community and urban design, public health, environmental justice, and transportation. Consult the Environmental Studies Program Web site for course topics offered each year. Current or prior enrollment in **Environmental Studies 201, 202, or 203** is recommended. May be repeated for credit.

Prerequisite: **Environmental Studies 101** or permission of the instructor.

302a. Earth Climate History and Its Impacts on Ecosystems and Human Civilizations. Spring 2012. Philip Camill.

The modern world is experiencing rapid climate warming and some parts extreme drought, which will have dramatic impacts on ecosystems and human societies. How do contemporary warming and aridity compare to past changes in climate over the last billion years? Are modern changes human-caused or part of the natural variability in the climate system? What effects did past changes have on global ecosystems and human societies? Students use environmental

records from rocks, soils, ocean cores, ice cores, lake cores, fossil plants, and tree rings to assemble proxies of past changes in climate, atmospheric CO₂, and disturbance to examine several issues: long-term carbon cycling and climate, major extinction events, the rise of C4 photosynthesis and the evolution of grazing mammals, orbital forcing and glacial cycles, glacial refugia and post-glacial species migrations, climate change and the rise and collapse of human civilizations, climate/overkill hypothesis of Pleistocene megafauna, climate variability, drought cycles, climate change impacts on disturbances (fire and hurricanes), and determining natural variability vs. human-caused climate change. One introductory biology (with ecology or evolution focus), chemistry, or earth and oceanographic science course is required. Prior enrollment in a 200-level ecology or earth and oceanographic science course is recommended. (Same as **Biology 302** and **Earth and Oceanographic Science 302**.)

[305a. **Environmental Fate of Organic Chemicals.** (Same as **Chemistry 305**.)]

306a. Advanced Environmental Organic Chemistry. Spring 2011. Dharni Vasudevan.

Human activities result in the intentional or inadvertent release of organic chemicals into the natural environment. Interconnected physical, chemical, and biological processes influence the environmental fate of chemicals and the extent human and ecosystem exposure. Focuses on the thermodynamics and kinetics of chemical transformations in the natural environment via nucleophilic, redox, photolytic, and biological (microbial) reactions. (Same as **Chemistry 306**.)

Prerequisite: **Chemistry 225**.

[312b. **Cultures Weathering Environmental Change.** (Same as **Anthropology 312**.)]

314a. Maine Watersheds: From Crest to Coast. Fall 2011. Peter Lea.

Watersheds provide natural controls on the movement of water and attendant biogeochemical compounds through the earth's surface system. Such systems are becoming increasingly perturbed by human activities, with implications for water quality and shifts in freshwater, estuarine, and marine ecosystems. Traces the pathways and biogeochemical transformations of water as it moves from precipitation through hillslopes and channels to the sea. Students apply field studies, laboratory work, and modeling to an integrated investigation of selected Maine watersheds and coastal zones. (Same as **Earth and Oceanographic Science 314**.)

Prerequisite: **Earth and Oceanographic Science 200** (same as **Environmental Studies 200**).

318b. Environmental and Natural Resource Economics. Spring 2011. Guillermo Herrera.

Seminar. Analysis of externalities and market failure; models of optimum control of pollution and efficient management of renewable and nonrenewable natural resources such as fisheries, forests, and minerals; governmental vs. other forms of control of common-pool resources; and benefit-cost analysis of policies, including market-based and non-market valuation. Permission of instructor required for students who have credit for **Economics 218** (same as **Environmental Studies 218**) or **228** (same as **Environmental Studies 228**). (Same as **Economics 318**.)

Prerequisite: **Economics 255** and **257**.

343a. Tectonics and Climate. Every other spring. Spring 2011. Rachel Beane.

Exploration of the complex interactions between tectonics and climate. Discussion of current research is emphasized by reading primary literature, through class discussions and presentations, and by writing scientific essays. The emphasis on current research means topics

may vary, but will include topographic growth of mountain belts and Cenozoic climate change. (Same as **Earth and Oceanographic Science 343**.)

Prerequisite: One 200-level course in earth and oceanographic science or **Earth and Oceanographic Science 357** (same as **Environmental Studies 357** and **Physics 357**).

[**349c. The Americas as Crossroads: Transnational Histories**. (Same as **History 349** and **Latin American Studies 349**.)]

[**350a. Atmospheric Chemistry**. (Same as **Chemistry 350**.)]

357a. The Physics of Climate. Every other spring. Spring 2012. Physics Department.

A rigorous treatment of the earth's climate, based on physical principles. Topics include climate feedbacks, sensitivity to perturbations, and the connections between climate and radiative transfer, atmospheric composition, and large-scale circulation of the oceans and atmospheres. Anthropogenic climate change will also be studied. (Same as **Earth and Oceanographic Science 357** and **Physics 357**.)

Prerequisite: **Physics 229, 257, or 300**, or permission of the instructor.

363b. Advanced Seminar in International Relations: Law, Politics, and the Search for Justice. Spring 2011. Allen L. Springer.

Examines the complex relationship between law and policy in international relations by focusing on two important and rapidly developing areas of international concern: environmental protection and humanitarian rights. Fulfills the environmental studies senior seminar requirement. (Same as **Government 363**.)

Prerequisite: **Government 260, 261, or 263**, or permission of the instructor.

375. Feeding the World: The Nature and Challenges of Our Food and Agricultural Systems. Spring 2011 and 2013. Philip Camill.

Although we live in a world where global food abundance is at record highs, and prices are at historic lows, our modern food system has its share of challenges. Methods of food production, marketing, distribution, and consumption have spawned waves of criticism, including concerns about farm economics, food justice, worker safety, animal welfare, famine, ecological degradation, climate change, biotechnology, and public health. In the wake of these challenges, alternative systems of food production, distribution, and consumption are beginning to emerge. An interdisciplinary exploration of three questions: How do we produce and eat food? What major social and environmental consequences have arisen from food production and consumption? What should we produce and eat? Examines the historical origins agriculture, social and environmental problems arising from these transitions, and social movements oriented towards making our food system more ecologically sustainable and socially just. Current or prior enrollment in **Environmental Studies 201, 202, and 203** is recommended.

Prerequisite: **Environmental Studies 101** or permission of the instructor.

391. Troubled Waters: Fishing in the Gulf of Maine. Spring 2011. Anne Hayden.

Around the world and in the Gulf of Maine, overfishing, threats to habitat, and climate change are putting marine ecosystems and coastal communities under great stress. An interdisciplinary senior seminar draws on oceanography, ecology, history, economics, anthropology, and political science to explore the causes and scope of pressures on the marine environment; the potential for restoring ecosystems, fisheries, and coastal economies; political conflicts over fisheries and related issues; federal, state, and community-based approaches to managing marine ecosystems; and strategies for coping with scientific and management uncertainties.

[392c. **Advanced Topics in Environmental Philosophy.** (Same as **Philosophy 392.**)]

[393a. **Advanced Seminar in Earth and Oceanographic Science.** (Same as **Earth and Oceanographic Science 393.**)]

394a. The Ecology and Environmental History of Merrymeeting Bay. Fall 2011. John Lichter.

Merrymeeting Bay, a globally rare, inland freshwater river delta and estuary that supports productive and diverse biological communities, is home to numerous rare and endangered species and is critical habitat for migratory and resident waterfowl, as well as anadromous fish. Explores the ecology and environmental history of Merrymeeting Bay in order to understand how its rare natural habitats might best be managed. Students participate in a thorough review of the scientific and historical literature related to Merrymeeting Bay, and help plan, conduct, and analyze a group study investigating some aspect of the ecology and/or environmental history of the bay, with the intent of submitting a manuscript for publication in an appropriate scientific journal. (Same as **Biology 394.**)

Prerequisite: **Biology 215** (same as **Environmental Studies 215**), **219** (same as **Environmental Studies 219**), or **225** (same as **Environmental Studies 225**); or **Environmental Studies 201** (same as **Biology 158** and **Chemistry 105**).

395b. Advanced Seminar in Environmental Policy and Politics. Fall 2010. DeWitt John.

Examines a complex current environmental issue in depth. Explores the underlying social, economic, scientific, and cultural dimensions of the issue; reviews how this and related issues have been addressed so far by state and local governments as well as by the federal government; analyzes current policy-making efforts; and suggests lessons from this policy area about the capacity of public institutions to deal effectively with complex issues. Equal attention given to the substance of public policy, the political process, and implementation of past and proposed policies. Focuses primarily on the United States but will consider experiences in other nations as points of comparison and also any relevant international dimensions of the issue. (Same as **Government 395.**)

Prerequisite: One course in environmental studies or government, or permission of the instructor.

397a. Advanced Winter Field Ecology. Spring 2012. Nathaniel T. Wheelwright.

Exploration of advanced concepts in ecology and evolutionary biology, and the natural history of plants, animals, and ecosystems in winter in Maine. Structured around group research projects in the field. Each week, field trips focus on a different study site, set of questions, and taxon (e.g., host specificity in wood fungi, foraging behavior of aquatic insects, estimation of mammal population densities, winter flocking behavior in birds). Students learn to identify local winter flora and fauna, evaluate readings from the primary literature, analyze data from field research projects, and present their results each week in a research seminar. Field trip to the Bowdoin Scientific Station on Kent Island. (Same as **Biology 397.**)

Prerequisite: **Biology 215** (same as **Environmental Studies 215**) or **258**, or permission of the instructor.

401–404. Advanced Independent Study and Honors in Environmental Studies. The Program.

The following courses count toward the requirements of the Interdisciplinary Science Concentration, in addition to ES courses designated with an “a”:

Chemistry 210a - MCSR, INS. Chemical Analysis. Every fall. Elizabeth A. Stemmler.

Chemistry 240a - MCSR, INS. Inorganic Chemistry. Every spring. Jeffrey K. Nagle.

The art department invites Art/Environmental Studies independent studies. Contact art department faculty or the environmental studies program director.

Students may also choose from the following list of courses to satisfy requirements for the major in environmental studies. These courses will receive environmental studies credit with the approval of the director after consultation with the student and the instructor. It is expected that a substantial portion of the student's research efforts will focus on the environment. In addition to the courses listed below, students may discuss other possibilities with the Environmental Studies Program. For full course descriptions and prerequisites, see the appropriate department listings.

Social Sciences

Anthropology 102b. Introduction to World Prehistory. Spring 2011. Scott MacEachern.

Anthropology 221b - ESD. The Rise of Civilization. Spring 2011. Scott MacEachern.

FILM STUDIES

Birgit Tautz, *Department Chair*

Emily C. Briley, *Department Coordinator*

Associate Professor: Tricia Welsch†

Visiting Faculty: Sarah L. Childress

Film has emerged as one of the most important art forms of the twentieth century. Film studies at Bowdoin introduces students to the grammar, history, and literature of film in order to cultivate an understanding of both the vision and craft of film artists and the views of society and culture expressed in cinema. Bowdoin College does not offer a major in film studies.

Requirements for the Minor in Film Studies

The minor consists of five courses, four of which must be courses offered by the Department of Film Studies. One course must come from another department's offerings, and at least one course must be at the 300 level or be an independent study. No more than two courses below the 200 level (including **Film Studies 101**) will count toward the minor. Courses in which D grades are received will not count toward the minor. Courses taken on a non-graded basis (Credit/D/Fail) will not count toward the minor.

Required Courses:

Film Studies 101

Film Studies 201 or **Film Studies 202** (both **201** and **202** may be counted toward the minor)

Pre-approved Courses Outside the Film Studies Department:

A wide variety of courses available at Bowdoin may count toward a minor in film studies. Such courses must concentrate on film for the major part of their curriculum. Students wishing to have a particular course considered toward the minor should submit supporting materials from the course (such as syllabus, reading list, and assignments) to the chair of the Department

of Film Studies. The Asian Studies Program, Gender and Women's Studies Program, and Department of Romance Languages frequently offer courses that qualify.

First-Year Seminar

For a full description of first-year seminars, see pages 147–58.

10c. Cultural Difference and the Crime Film. Fall 2011. Tricia Welsch.

29c. Historians, Comediennes, Storytellers: Women Filmmakers in the German-Speaking Countries. Fall 2010. Birgit Tautz. (Same as **Gay and Lesbian Studies 29, Gender and Women's Studies 29,** and **German 29.**)

Introductory, Intermediate, and Advanced Courses

101c - VPA. Film Narrative. Fall 2010. Sarah Childress.

An introduction to a variety of methods used to study motion pictures, with consideration given to films from different countries and time periods. Examines techniques and strategies used to construct films, including *mise-en-scène*, editing, sound, and the orchestration of film techniques in larger formal systems. Surveys some of the contextual factors shaping individual films and our experiences of them (including mode of production, genre, authorship, and ideology). No previous experience with film studies is required. Attendance at weekly evening screenings is required.

201c - VPA. History of Film I, 1895 to 1935. Every other fall. Fall 2011. Tricia Welsch.

Examines the development of film from its origins to the American studio era. Includes early work by the Lumières, Méliès, and Porter, and continues with Griffith, Murnau, Eisenstein, Chaplin, Keaton, Stroheim, Pudovkin, Lang, Renoir, and von Sternberg. Special attention is paid to the practical and theoretical concerns over the coming of sound. Attendance at weekly evening screenings is required.

202c - VPA. History of Film II, 1935 to 1975. Every other spring. Spring 2012. Tricia Welsch.

A consideration of the diverse production contexts and political circumstances influencing cinema history in the sound era. National film movements to be studied include Neorealism, the French New Wave, and the New German Cinema, as well as the coming of age of Asian and Australian film. Also explores the shift away from studio production in the United States, the major regulatory systems, and the changes in popular film genres. Attendance at weekly evening screenings is required.

218c - VPA. Film as a Subversive Art: Avant-Garde Cinema. Fall 2010. Sarah Childress.

In the arts, scholars use the term “*avant-garde*” to describe works that break new ground or express a different way of seeing the world and living in it. *Avant-garde* cinema provokes us to examine how films make meaning and challenges us to examine our understanding of the world. Introduces *avant-garde* cinema from the 1920s through the 1970s, with an emphasis on the work of U.S. filmmakers. Examines the aesthetic, social, and cultural challenges presented by *avant-garde* filmmakers and how they use formal techniques to comment upon significant social and aesthetic experiences. Attendance at weekly evening screenings is required.

230c - VPA. The Reality Effect: Documentary Film. Spring 2011. Sarah Childress.

Examines documentary history, theory, criticism, and practice. From the “actuality” films of the Lumiere Brothers to the theatrical “reality” of Errol Morris, documentaries work to persuade audiences to see the world in particular ways. Focuses on the debates that surround nonfiction

narrative films, especially their contentious claims to represent reality, by examining films that work with and against notions of objectivity, subjectivity, power, knowledge, and truth. Explores the textual strategies that create documentary films' all-important "reality effect." Attendance at weekly evening screenings is required.

249c. Film Noir. Spring 2011. Ann Kibbie.

A survey of film noir, from the hard-boiled detective films of the 1940s to later films that attempt to re-imagine the genre. Focuses on issues of gender and sexuality, the representation of women in film, and gender roles in the 1940s and 1950s. Films may include *The Big Sleep*, *Double Indemnity*, *Strangers on a Train*, *In a Lonely Place*, and *Chinatown*. Readings will include film criticism and theory, as well as some of the novels that were adapted for the screen. Attendance at weekly screenings is required. (Same as **English 249**, **Gay and Lesbian Studies 249**, and **Gender and Women's Studies 269**.)

Prerequisite: One first-year seminar or 100-level course in English, film studies, gay and lesbian studies, or gender and women's studies.

[252c - VPA. **British Film**.]

[254c - IP, VPA. **Transnational Chinese Cinema**. (Same as **Asian Studies 254**.)]

[261c - ESD. **Gender, Film, and Consumer Culture**. (Same as **Gender and Women's Studies 261**.)]

291c–294c. Intermediate Independent Study in Film Studies. The Department.

315c. New Waves in the New World: Latin American Cinema. Spring 2011. Sarah Childress.

Focuses on two "new waves" of film in Argentina, Brazil, Cuba, and Mexico: 1960–1970 and 2000–2010. Explores the works of Glaúber Rocha, Tomás Gutiérrez Alea, Alejandro González Iñárritu, Lucrecia Martel, and others to examine how their films function as cultural, historical, political, and economic products that characterize distinct sensibilities and points of view. Also looks at the place of these films within the contexts of film history and world cinema. Attendance at weekly evening screenings is required. (Same as **Latin American Studies 316**.)

Prerequisite: One course in film studies or Latin American studies.

[321c. **German Expressionism and Its Legacy**.]

322c. Film and Biography. Spring 2012. Tricia Welsch.

Explores how filmmakers have constructed public history through films professing to tell life stories of important individuals. Examines the biopic as a significant and long-lived genre, looks at issues of generic change and stability, and considers the narrative process in relation to historic events and individuals. Attendance at weekly evening screenings is required.

Prerequisite: **Film Studies 101**, **201**, or **202**.

[333c. **The Films of John Ford**.]

401c–404c. Advanced Independent Study in Film Studies. The Department.

FIRST-YEAR SEMINARS

The First-Year Seminar program is designed to help introduce students to what it means to undertake serious intellectual work at the college level. The seminars provide small class settings where students can engage with a particular topic, a professor, and their peers. They provide an opportunity for in-depth study of a subject of mutual interest, as well as a place to develop college level skills of critical thinking, both reading and writing. The development of such skills is a central feature of first-year seminars. Approaches to this vary, as do the norms of academic writing being taught. All first-year seminars, however, involve frequent writing practice, individualized feedback on writing, and an assignment structure that teaches students how to draft and revise. Additionally, the seminars provide both an introduction to library research and an overview of the expectations of academic honesty and citing sources. This opportunity to learn and practice academic writing is both an independent goal of first-year seminars, and an additional means through which faculty can introduce their discipline and help students to engage with a particular subject matter.

Each year a number of departments offer first-year seminars. Enrollment in each is limited to sixteen students. Sufficient seminars are offered to ensure that every first-year student has the opportunity to participate during at least one semester of the first year. Registration for the seminars takes place before registration for other courses, to facilitate scheduling. A complete listing of first-year seminars being offered in the 2010–2011 academic year follows.

Africana Studies 10b. Racism. Fall 2010. Spring 2011. Roy Partridge.

Examines issues of racism in the United States, with attention to the social psychology of racism, its history, its relationship to social structure, and its ethical and moral implications. (Same as **Sociology 10.**)

Note: This course counts toward the major and minor in gender and women's studies.

Africana Studies 12c. Affirmative Action and United States Society. Fall 2010. Brian Purnell.

Interdisciplinary exploration of the rise and fall (and reappearance) of the "affirmative action debate" that shaped so much of the American "culture wars" during the 1970s–2000s. Students primarily study affirmative action in the United States, but there will also be comparative analysis of "affirmative action" systems in societies outside the United States, such as South Africa and India. Examines important Supreme Court cases that have shaped the contours of affirmative action, the rise of "diversity" discourse, and the different ways political and cultural ideologies, not to mention historical notions of American identity, have determined when, where, and how affirmative action has existed, and whom it benefits. Through examination of law, economics, sociology, anthropology, history, and political science, introduces students to different methodological approaches that inform Africana Studies; and that field's examination of the role people of African descent have played in contemporary and historical American society. Writing intensive. Analytical discussions of assigned texts.

Africana Studies 13c. From Montezuma to Bin Laden: Globalization and Its Critics. Spring 2011. David Gordon.

Examines the challenge that globalization and imperialism pose for the study of history. How do historians balance the perspectives of victors and victims in past and present processes of globalization? How important are non-European versions of the past that may contradict European Enlightenment historical ideas and ideals? Class discussions interrogate questions about globalization and imperialism raised by proponents and critics, ranging from the Spanish conquest of Mexico to the American conquest of Iraq. (Same as **History 16.**)

Africana Studies 16c. Fictions of Freedom. Fall 2010. Tess Chakkalakal.

Introduces students to the literature of slavery. Looks at eighteenth- and nineteenth-century slave narratives, antislavery/proslavery fiction and nonfiction, and visual representations of slavery in the form of photographs, paintings, and minstrel performances. Authors include Equiano, Wheatley, Jefferson, Melville, Douglass, and Stowe. Twentieth- and twenty-first-century narratives include former slave testimonials, novels by Morrison, Faulkner, Williams, Styron, and Jones. (Same as **English 16**.)

[**Africana Studies 25c. The Civil War in Film.** (Same as **History 25**.)]

[**Anthropology 24b. Culture at the Top of the World.**]

Art History 17c. Inventing Places: Art and Travel. Fall 2010. Katherine Worthing.

Examines the creation, evolution, and marketing of tourist locales through works of art. Focuses on the nineteenth and twentieth centuries and includes study of travel literature as well as paintings, prints, photographs, and advertisements. Artistic constructions of place considered include the primitive Maine coast, the romantic Scottish Highlands, and the exotic Ottoman Empire. Representations of both landscape and people explored. Students work with original objects at the Bowdoin College Museum of Art.

Asian Studies 11c. Living in the Sixteenth Century. Fall 2010. Thomas D. Conlan.

Examines the nature of state and society in an age of turmoil. Studies patterns of allegiances, ways of waging war, codes of conduct, and the social matrix of sixteenth-century Japan, based on primary and secondary sources. Kurosawa's masterpiece *Kage Mushi* provides the thematic foundation for this course. (Same as **History 13**.)

Note: This course fulfills the pre-modern requirement for history majors.

Asian Studies 15c. Orphans of Asia. Fall 2010. Belinda Kong.

Orphans populate the worlds of Asian diaspora literature, roaming the landscapes of precommunist Shanghai as much as post-9/11 New York City, the wartime internment camps of Japanese Canadians and postwar military camp towns of Korea as much as present-day Hong Kong and a futuristic Los Angeles. Explores the orphan figure in contemporary Asian American, Canadian, and British fiction written in English, in relation to contexts of war, colonialism, neoimperialism, multiculturalism, and globalization. Authors may include Chieh Chieng, Kazuo Ishiguro, Cynthia Kadohata, Nora Okja Keller, Suki Kim, Joy Kogawa, Wendy Law-Yone, Indra Sinha, and Wu Zhuoliu. (Same as **English 15**.)

Asian Studies 19b. East Asian Politics: Introductory Seminar. Fall 2010. Henry C. W. Laurence.

Surveys the diverse political, social, and economic arrangements across East Asia. China, Japan, and North and South Korea are the main focus, but attention is also paid to the other countries in the region. Examines the relationship between democracy and economic change in East Asia, and asks if the relationship is different in Asia than elsewhere in the world. Other questions include: Are there common "Asian values" and if so, what are they? What is the role of Confucianism in shaping social, political, and economic life in the region? How are economic and technological developments affecting traditional social institutions such as families? How is the status of women changing? What lies ahead for Asia? (Same as **Government 19**.)

Asian Studies 21c. Perspectives on Modern China. Fall 2011. Shu-chin Tsui.

Explores the changing nature of modern China from interdisciplinary perspectives: history, literature, documentary films, and cultural studies. Taking history as the primary framework

and written/visual representations as analytical texts, investigates the process of nation-building and destruction throughout the nineteenth and twentieth centuries. Central questions concern how various social movements and historical events transformed modern China. Also considers how cultural productions and representations shape, as well as reflect, changing notions of China's national identity.

Asian Studies 26c. Globalizing India. Fall 2010. Rachel Sturman.

Interrogates contemporary globalization by examining how Indians have interacted with and been shaped by the broader world since the early modern era, with a focus on the last two centuries. Topics include early modern empires and trading networks; the place of India in the European imagination and vice versa; India's role in the rise of modern global capitalism and imperialism; the significance of Gandhi; and the distinctive features of contemporary globalization. (Same as **History 26**.)

[**Biology 23a. Personal Genomes.**]

Chemistry 11a. Great Issues in Science. Fall 2010. Daniel M. Steffenson.

Presents a realistic and mature picture of science and the methods employed by current scientists to provide acceptable justifications for scientific hypotheses and theories. Starting with the invention of science by the ancient Greek philosophers (Lucretius, *On the Nature of Things*) and using historical examples from various sciences, three philosophical models of justification examined in detail: logical empiricism (the Vienna Circle), Fallibilism (Popper), and Conventionalism (Kuhn). Several literary images of science (Vonnegut, Brecht, Pynchon, Crichton) are compared to the philosophical models. Examines the role of scientists in making certain value judgments such as organ transplants or stem cell research.

[**Classics 11c. Shame, Honor, and Responsibility.**]

[**Classics 17c. The Heroic Age: Ancient Supermen and Wonder Women.**]

Classics 18c. Cleopatra: Versions and Visions. Fall 2010. Barbara Weiden Boyd.

Who was Cleopatra, the last Pharaoh of Egypt and lover of two Roman leaders? Explores the historical character and inspirational charisma of a woman who has informed Western discourses of power, gender, and cultural identity for more than two millennia. Drawing on a variety of media, considers how Cleopatra's image has shaped and been shaped by the cultural contexts in which she appears. Readings include works by Virgil, Horace, Plutarch, Boccaccio, Shakespeare, Shaw, and Wilder; other sources to be studied include portrayals of Cleopatra by Hollywood and HBO.

Dance 10c. Understanding Theater and Dance: Doing, Viewing, and Reviewing. Fall 2010. June Vail.

The goal is appreciation and understanding of contemporary performance. Investigates critical perspectives on dance, drama, and other performance events. Develops viewing and writing skills: description, analysis, interpretation, evaluation. Attending live performances, on and off campus, watching films and videos, and participating in studio workshops with performers and writers provide a basis for four essays and other modes of critical response—written, oral, or visual. (Same as **Theater 10**.)

Economics 16b. Sustaining Maine's Northern Forest: Economy, Ecology, and Community. Fall 2010. David J. Vail.

A multidisciplinary study of Maine's vast Northern Forest—the largest unbroken woodlands east of the Mississippi. Begins with a historical look at evolving forest ecosystems, economics,

and cultures. Topics include Native American settlement, H. D. Thoreau's *Maine Woods* and the outdoor recreation tradition, nineteenth-century "lumber barons," and Maine's twentieth-century "Paper Plantation." Investigates six twenty-first-century challenges: transformation of forest ownership and property rights, sustainable forest management, renewable energy from the forest, creating a "world class" tourist destination, sustaining forest communities, and responding to global warming. (Same as **Environmental Studies 16**.)

Economics 18b. The Art of the Deal: Commerce and Culture. Fall 2010. B. Zorina Khan.

Explores the economics of culture, including the analysis of markets for art, music, literature, and movies. If culture is "priceless," then why do artists starve while providers of pet food make billions? Why are paintings by dead artists generally worth more than paintings by living artists? Could music piracy on the information superhighway benefit society? Can Tom Hanks turn a terrible movie into a contender at the box office? Students are not required to have any prior knowledge of economics, and will not be allowed to argue that baseball comprises culture.

Education 20c. The Educational Crusade. Fall 2011. Charles Dorn.

Why do you go to school? What is the central purpose of public education in the United States? Should public schools prepare students for college? The workforce? Competent citizenship? Who makes these decisions and through what policy process are they implemented? Explores the ways that public school reformers have answered such questions, from the "Common School Crusaders" of the early nineteenth century to present advocates of "No Child Left Behind." Examining public education as both a product of social, political, and economic change and as a force in molding American society, highlights enduring tensions in the development and practice of public schooling in a democratic republic.

English 10c. The Real Life of Literature. Fall 2010. Guy Mark Foster.

Examines literary fiction set against the backdrop of actual historical events, such as wars, social protest events, terrorist attacks, earthquakes, the HIV/AIDS pandemic, the Holocaust, and political assassinations. Students not only analyze the literary strategies writers employ to fictionalize history and to historicize fiction, but also explore the methodological and philosophical implications of such creative gestures. In the end, this two-fold process transforms both categories in ways that permanently unsettle the status of fiction as *merely* imaginative and the historical as *merely* fact. Potential authors: Woolf, Hemingway, Butler, Kundera, Murakami, Duras, McEwan, McLaren, Delillo, Holleran, and Walker.

English 11c. Hawthorne. Fall 2010. William Watterson.

Readings include selected short stories, *Fanshawe*, *The Scarlet Letter*, *The Blithedale Romance*, *The House of the Seven Gables*, *The Marble Faun*, *Septimus Felton*, and James Mellow's *Nathaniel Hawthorne in His Times*.

English 12c. Addictions, Obsessions, Manias. Fall 2010. Terri Nickel.

Traces the emergence of various pathological behaviors in selected nineteenth-century narratives. Explores how cultural and social structures take shape through regulation of and indulgence in bad habits. Topics include alcoholism, fetishism, hoarding, gambling, smoking, using narcotics, erotic addiction, shopping, and collecting. Texts may include *Madame Bovary*, *John Barleycorn*, *McTeague*, *The Kreutzer Sonata*, *The Picture of Dorian Gray*, *Artificial Paradises*, *Against Nature*, *Death in Venice*, and selected Sherlock Holmes stories.

English 13c. Shakespeare's Afterlives. Fall 2010. Aaron Kitch.

Gertrude and Claudius in the suburbs, King Lear as an aging Iowa farmer, Richard III as Adolf Hitler...Shakespeare has been rediscovered and reappropriated in various ways over the centuries. What is the enduring value of Shakespeare for global culture? What are the specific political, aesthetic, and cultural stakes in appropriating his works? In addition to reading representative plays by Shakespeare in several different genres, we consider works by David Wroblewski, Tom Stoppard, and Jane Smiley, and films such as Richard Loncraine's *Richard III* and Peter Greenaway's *Prospero's Books*.

English 14c. Becoming Modern. Fall 2010. Ann Kibbie. (See First-Year Seminar Clusters for description.)**English 15c. Orphans of Asia.** Fall 2010. Belinda Kong.

Orphans populate the worlds of Asian diaspora literature, roaming the landscapes of pre-communist Shanghai as much as post-9/11 New York City, the wartime internment camps of Japanese Canadians and postwar military camp towns of Korea as much as present-day Hong Kong and a futuristic Los Angeles. Explores the orphan figure in contemporary Asian American, Canadian, and British fiction written in English, in relation to contexts of war, colonialism, neoimperialism, multiculturalism, and globalization. Authors may include Chieh Chieng, Kazuo Ishiguro, Cynthia Kadohata, Nora Okja Keller, Suki Kim, Joy Kogawa, Wendy Law-Yone, Indra Sinha, and Wu Zhuoliu. (Same as **Asian Studies 15**.)

English 16c. Fictions of Freedom. Fall 2010. Tess Chakkalakal.

Introduces students to the literature of slavery. Looks at eighteenth- and nineteenth-century slave narratives, antislavery/proslavery fiction and nonfiction, and visual representations of slavery in the form of photographs, paintings, and minstrel performances. Authors include Equiano, Wheatley, Jefferson, Melville, Douglass, and Stowe. Twentieth- and twenty-first-century narratives include former slave testimonials, novels by Morrison, Faulkner, Williams, Styron, and Jones. (Same as **Africana Studies 16**.)

English 17c. Modern American Poets. Fall 2010. Celeste Goodridge.

Close analysis of the work of three seminal American poets: Robert Frost, William Carlos Williams, and Wallace Stevens.

English 20c. Questioning the Modern. Spring 2011. Peter Coviello. (See First-Year Seminar Clusters for description.)**English 21c. Arab and Jew in Literature and Film.** Spring 2011. Marilyn Reizbaum.

Considers the interface between Arabs and Jews as produced on page and screen. Offers both geographical and generic range, bringing into view texts that talk to each other across ethnic, religious, historical, and theoretical boundaries. When these two figures are placed in relation to each other, they must invoke the Middle East, in particular Palestine-Israel: discusses works in translation, fiction and poetry, from the broad region, and may include authors Anton Shammas, Mahmoud Darwish, Ronit Matalon, Shimon Ballas, Haim Hazazz; writers in English such as Naomi Shihab Nye, Ammiel Alcalay, Philip Roth, Edward Said, and Ella Shohat; films by Elia Suleiman (*Chronicle of a Disappearance*), Khleifi (*Wedding in Galilee*), Gitai (*Kippur*), Abu-Assad (*Paradise Now*), Kolirin (*The Band's Visit*), Kassovitz (*Hate*); and visual artists Mona Hatoum and Adi Nes.

Environmental Studies 12b. Campus: Landscape, Architecture, and the Educational Ideal.

Fall 2010. Jill Pearlman.

Explores the changing environment of the American college and university campus from its beginnings in colonial times to today. At once a history of the built environment—architecture, planning, and design—and of the ideals of higher education embodied in that environment, we examine a range of academic landscapes, from liberal arts colleges, to research universities and urban campuses. Focuses on developing skills in visual and textual analysis, historical research, and on understanding the Bowdoin campus.

[Environmental Studies 15c. Frontier Crossings: The Western Experience in American History. (Same as **History 15.**)

Environmental Studies 16b. Sustaining Maine's Northern Forest: Economy, Ecology, and Community. Fall 2010. David J. Vail.

A multidisciplinary study of Maine's vast Northern Forest—the largest unbroken woodlands east of the Mississippi. Begins with a historical look at evolving forest ecosystems, economies, and cultures. Topics include Native American settlement, H. D. Thoreau's *Maine Woods* and the outdoor recreation tradition, nineteenth-century “lumber barons,” and Maine's twentieth-century “Paper Plantation.” Investigates six twenty-first-century challenges: transformation of forest ownership and property rights, sustainable forest management, renewable energy from the forest, creating a “world class” tourist destination, sustaining forest communities, and responding to global warming. (Same as **Economics 16.**)

Film Studies 10c. Cultural Difference and the Crime Film. Fall 2011. Tricia Welsch.

Considers the gangster film in depth, and explores how popular narrative film has managed the threat posed by the criminal's difference—racial, ethnic, or gender—over time. Examines shifts in the genre's popularity from the silent era to the present day, theories of generic change, and the implications of considering genre entertainment art. Attendance at weekly evening screenings is required.

Film Studies 29c. Historians, Comediennes, Storytellers: Women Filmmakers in the German-Speaking Countries. Fall 2010. Birgit Tautz.

Examines the work of women filmmakers in the German-speaking countries since the 1960s. Explores key interests of these directors: the telling of stories and (German, European, global) histories, the exploration of gender identity, sexuality, and various waves of feminism, the portrayal of women, the participation in the cinematic conventions of Hollywood as well as independent and avant-garde film, spectatorship. Analyzes a range of films and cinematic genres—to include narrative cinema, biography, documentary, and comedy. Also introduces students to film criticism; includes weekly film screenings. No knowledge of German is required. (Same as **Gay and Lesbian Studies 29**, **Gender and Women's Studies 29**, and **German 29.**)

[French 18c. Don Juan and His Critics.]

Gay and Lesbian Studies 16c. Sex and the Church. Fall 2010. Elizabeth Pritchard.

An examination of the themes, varieties, and conflicts of Christian teachings and practices regarding sex and sexuality. Source materials include the Bible, historical analyses, Church dogmatics, and contemporary legal cases. Although the focus is on Catholic traditions, the course will include comparative analyses of the sexual ethics of other Christian denominations. (Same as **Gender and Women's Studies 17** and **Religion 16.**)

Gay and Lesbian Studies 29c. Historians, Comediennes, Storytellers: Women Filmmakers in the German-Speaking Countries. Fall 2010. Birgit Tautz.

Examines the work of women filmmakers in the German-speaking countries since the 1960s. Explores key interests of these directors: the telling of stories and (German, European, global) histories, the exploration of gender identity, sexuality, and various waves of feminism, the portrayal of women, the participation in the cinematic conventions of Hollywood as well as independent and avant-garde film, spectatorship. Analyzes a range of films and cinematic genres—to include narrative cinema, biography, documentary, and comedy. Also introduces students to film criticism; includes weekly film screenings. No knowledge of German is required. (Same as **Film Studies 29**, **Gender and Women's Studies 29**, and **German 29**.)

Gender and Women's Studies 17c. Sex and the Church. Fall 2010. Elizabeth Pritchard.

An examination of the themes, varieties, and conflicts of Christian teachings and practices regarding sex and sexuality. Source materials include the Bible, historical analyses, Church dogmatics, and contemporary legal cases. Although the focus is on Catholic traditions, the course will include comparative analyses of the sexual ethics of other Christian denominations. (Same as **Gay and Lesbian Studies 16** and **Religion 16**.)

Gender and Women's Studies 20c. In Sickness and in Health: Public Health in Europe and the United States. Fall 2010. Susan Tananbaum.

Introduces a variety of historical perspectives on illness and health. Considers the development of scientific knowledge, and the social, political, and economic forces that have influenced public health policy. Topics include epidemics, maternal and child welfare, AIDS, and national healthcare. (Same as **History 20**.)

[**Gender and Women's Studies 21c. Bad Girls of the 1950s.** (Same as **History 19**.)]

Gender and Women's Studies 29c. Historians, Comediennes, Storytellers: Women Filmmakers in the German-Speaking Countries. Fall 2010. Birgit Tautz.

Examines the work of women filmmakers in the German-speaking countries since the 1960s. Explores key interests of these directors: the telling of stories and (German, European, global) histories, the exploration of gender identity, sexuality, and various waves of feminism, the portrayal of women, the participation in the cinematic conventions of Hollywood as well as independent and avant-garde film, spectatorship. Analyzes a range of films and cinematic genres—to include narrative cinema, biography, documentary, and comedy. Also introduces students to film criticism; includes weekly film screenings. No knowledge of German is required. (Same as **Film Studies 29**, **Gay and Lesbian Studies 29**, and **German 29**.)

German 29c. Historians, Comediennes, Storytellers: Women Filmmakers in the German-Speaking Countries. Fall 2010. Birgit Tautz.

Examines the work of women filmmakers in the German-speaking countries since the 1960s. Explores key interests of these directors: the telling of stories and (German, European, global) histories, the exploration of gender identity, sexuality, and various waves of feminism, the portrayal of women, the participation in the cinematic conventions of Hollywood as well as independent and avant-garde film, spectatorship. Analyzes a range of films and cinematic genres—to include narrative cinema, biography, documentary, and comedy. Also introduces students to film criticism; includes weekly film screenings. No knowledge of German is required. (Same as **Film Studies 29**, **Gay and Lesbian Studies 29**, and **Gender and Women's Studies 29**.)

Government 10b. The Pursuit of Peace. Fall 2010. Allen L. Springer.

Examines different strategies for preventing and controlling armed conflict in international society, and emphasizes the role of diplomacy, international law, and international organizations in the peace-making process.

Government 11b. The Korean War. Fall 2010. Christian P. Potholm.

The Korean War is often called “the forgotten war” because it is overshadowed by World War II and the Vietnam War, yet many important aspects and results of it are mirrored in the contemporary world. Korea is still divided and its situation as a buffer state between China, Russia, and Japan continues to have important policy ramifications for the United States. Focuses not just on the course of the war, but on the foreign policy assumptions of the two Korean governments, the United States, the People’s Republic of China, and Russia.

Government 12b. Becoming Modern. Fall 2010. Paul N. Franco. (See First-Year Seminar Clusters for description.)**Government 18b. NGOs in Politics.** Spring 2011. Laura A. Henry.

Nongovernmental organizations (NGOs) are thought to play a crucial role in politics—monitoring the state, facilitating citizen participation in politics, and articulating policy alternatives. Yet the activities of NGOs vary significantly from one political system to another, most notably differing among developing and developed states and democratic and authoritarian states. In addition, NGOs’ role in the political process is being transformed by globalization and the increasingly transnational nature of political activism. Explores the following questions: How do factors such as a state’s level of economic development, its political culture, the nature of the political regime, and the arrangement of its political institutions shape NGOs’ role and influence in the political process? When and where have NGOs been successful in influencing political developments? How do the growing transnational linkages among NGOs affect their role in domestic politics?

Government 19b. East Asian Politics: Introductory Seminar. Fall 2010. Henry C. W. Laurence.

Surveys the diverse political, social, and economic arrangements across East Asia. China, Japan, and North and South Korea are the main focus, but attention is also paid to the other countries in the region. Examines the relationship between democracy and economic change in East Asia, and asks if the relationship is different in Asia than elsewhere in the world. Other questions include: Are there common “Asian values” and if so, what are they? What is the role of Confucianism in shaping social, political, and economic life in the region? How are economic and technological developments affecting traditional social institutions such as families? How is the status of women changing? What lies ahead for Asia? (Same as **Asian Studies 19**.)

[Government 23b. Imperialism and Colonialism: Power, Influence, and Inequality in World Politics.]**[Government 25b. American Politics: Representation, Participation, and Power.]****Government 26b. Fundamental Questions: Exercises in Political Theory.** Fall 2010. Seth N. Jaffe.

Explores the fundamental questions in political life: What is justice? What is happiness? Are human beings equal or unequal by nature? Do they even have a nature, or are they “socially constructed”? Are there ethical standards for political action that exist prior to law and, if so,

where do they come from? Nature? God? History? Readings may include Plato, the Bible, Machiavelli, Shakespeare, Marx, Mill, and Nietzsche.

[**Government 28b. Human Being and Citizen.**]

[**History 10c. Monsters, Marvels, and Messiahs: Europe during the Age of Discovery.**]

History 12c. Utopia: Intentional Communities in America, 1630–1997. Fall 2010 and Fall 2012. Sarah McMahon.

An examination of the evolution of utopian visions and utopian experiments that begins in 1630 with John Winthrop's "City upon a Hill," explores the proliferation of both religious and secular communal ventures between 1780 and 1920, and concludes with an examination of twentieth-century counterculture communes, intentional communities, and dystopian separatists. Readings include primary source accounts by members (letters, diaries, essays, etc.), "community" histories and apostate exposés, utopian fiction, and scholarly historical analyses. Discussions and essays focus on teaching students how to subject primary and secondary source materials to critical analysis.

History 13c. Living in the Sixteenth Century. Fall 2010. Thomas D. Conlan.

Examines the nature of state and society in an age of turmoil. Studies patterns of allegiances, ways of waging war, codes of conduct, and the social matrix of sixteenth-century Japan, based on primary and secondary sources. Kurosawa's masterpiece *Kage Musha* provides the thematic foundation for this course. (Same as **Asian Studies 11.**)

Note: This course fulfills the pre-modern requirement for history majors.

[**History 14c. The Nuclear Age.**]

[**History 15c. Frontier Crossings: The Western Experience in American History.** (Same as **Environmental Studies 15.**)]

History 16c. From Montezuma to Bin Laden: Globalization and Its Critics. Spring 2011. David Gordon.

Examines the challenge that globalization and imperialism pose for the study of history. How do historians balance the perspectives of victors and victims in past and present processes of globalization? How important are non-European versions of the past that may contradict European Enlightenment historical ideas and ideals? Class discussions interrogate questions about globalization and imperialism raised by proponents and critics, ranging from the Spanish conquest of Mexico to the American conquest of Iraq. (Same as **Africana Studies 13.**)

[**History 19c. Bad Girls of the 1950s.** (Same as **Gender and Women's Studies 21.**)]

History 20c. In Sickness and in Health: Public Health in Europe and the United States. Fall 2010. Susan Tananbaum.

Introduces a variety of historical perspectives on illness and health. Considers the development of scientific knowledge, and the social, political, and economic forces that have influenced public health policy. Topics include epidemics, maternal and child welfare, AIDS, and national healthcare. (Same as **Gender and Women's Studies 20.**)

[**History 25c. The Civil War in Film.** (Same as **Africana Studies 25.**)]

History 26c. Globalizing India. Fall 2010. Rachel Sturman.

Interrogates contemporary globalization by examining how Indians have interacted with and been shaped by the broader world since the early modern era, with a focus on the last two

centuries. Topics include early modern empires and trading networks; the place of India in the European imagination and vice versa; India's role in the rise of modern global capitalism and imperialism; the significance of Gandhi; and the distinctive features of contemporary globalization. (Same as **Asian Studies 26**.)

Philosophy 13c. The Souls of Animals. Fall 2010. Matthew Stuart.

Do animals have souls? Do they have thoughts and beliefs? Do they feel pain? Are animals deserving of the same moral consideration as human beings? Or do they have any moral status at all? Readings from historical and contemporary sources.

[**Philosophy 15c. Altruism.**]

Philosophy 16c. Personal Ethics. Fall 2011. Matthew Stuart.

Examines some ethical problems and paradoxes that arise in ordinary life, some philosophical theories that bear upon them, and some strategies for making thoughtful decisions about them. Topics may include friendship, lying, love, family obligations, charity, the treatment of animals, abortion.

[**Philosophy 18c. Love.**]

Psychology 10b. What's on Your Mind? An Introduction to the Brain and Behavior. Every fall. Seth J. Ramus.

A general introduction to the science of psychology, with a specific emphasis on the brain's control of human and animal behavior. Uses historical texts, "popular" science books, and primary literature to explore the mind-body connections within topics such as learning and memory, perception, development, stress, social behavior, personality, and choice.

[**Religion 10c. Seeking a Historical Jesus.**]

Religion 16c. Sex and the Church. Fall 2010. Elizabeth Pritchard.

An examination of the themes, varieties, and conflicts of Christian teachings and practices regarding sex and sexuality. Source materials include the Bible, historical analyses, Church dogmatics, and contemporary legal cases. Although the focus is on Catholic traditions, the course will include comparative analyses of the sexual ethics of other Christian denominations. (Same as **Gay and Lesbian Studies 16** and **Gender and Women's Studies 17**.)

Religion 19c. Questioning the Modern. Spring 2011. Elizabeth Pritchard. (See First-Year Seminar Clusters for description.)

Religion 25c. The Islamic Revolution of Iran. Fall 2010. Robert G. Morrison.

The 1979 Islamic Revolution in Iran changed the way Muslims and non-Muslims viewed the potential for religion in the political arena. Focuses on the history of Shi'i Islam's views of political involvement, transformative events of nineteenth- and twentieth-century Iranian history, and the careers of religious leaders such as the Ayatollah Khomeini. Concludes by examining religious and political developments in post-revolutionary Iran.

Russian 22c. "It Happens Rarely, Maybe, but It Does Happen"—Fantasy and Satire in East Central Europe. Every other fall. Fall 2010. Raymond Miller.

Explores the fantastic in Russian and East European literature from the 1830s into the late twentieth century. Studies the origins of the East European fantastic in Slavic folklore and through the Romantic movement, and traces the historical development of the genre from country to country and era to era. Examines the use of the fantastic for the purpose of satire,

philosophical inquiry, and social commentary, with particular emphasis on its critiques of nationalism, modernity, and totalitarianism. Authors include Nikolai Gogol', Mikhail Bulgakov, Karel Capek, Stanislaw Lem, and Franz Kafka.

Sociology 10b. Racism. Fall 2010. Spring 2011. Roy Partridge.

Examines issues of racism in the United States, with attention to the social psychology of racism, its history, its relationship to social structure, and its ethical and moral implications. (Same as **Africana Studies 10.**)

Note: This course counts toward the major and minor in gender and women's studies.

Sociology 22b. In the Facebook Age. Fall 2010. Dhiraj Murthy.

Explores new media forms through discourses of culture, race, space, and power. From the development of the first electronic messaging systems in the 1960s to the advent of interactive social networking Web sites such as Facebook, Bebo and hi5, the role of computer-mediated communication in shaping economies, politics, and societies is discussed. Uses a wide range of sources—recent social science research, Web sites, Facebook, YouTube videos—to examine the roles of new media both in the United States and abroad.

Theater 10c. Understanding Theater and Dance: Doing, Viewing, and Reviewing. Fall 2010. June Vail.

The goal is appreciation and understanding of contemporary performance. Investigates critical perspectives on dance, drama, and other performance events. Develops viewing and writing skills: description, analysis, interpretation, evaluation. Attending live performances, on and off campus, watching films and videos, and participating in studio workshops with performers and writers provide a basis for four essays and other modes of critical response—written, oral, or visual. (Same as **Dance 10.**)

FIRST-YEAR SEMINAR CLUSTERS

Modernity and Its Discontents. A yearlong interdisciplinary seminar devoted to examining the experience of modernity from its inception up to the present. Drawing on important works of literature, philosophy, and art of the past 500 years, explores the manifestation of a distinctively modern sensibility in science, religion, morality, politics, the understanding of the self, and its relation to society. Taught as a two-semester sequence, and students are required to take both semesters. Several sections are offered each semester, and are taught by faculty drawn from the departments of English, Government, and Religion. Detailed descriptions of the individual semesters follow.

Becoming Modern. Fall 2010. **English 14c**, Ann Kibbie; **Government 12b**, Paul Franco.

An examination of early modernity from 1500 to 1800. Topics include modern doubt and skepticism; the quest for certainty; the rise of science; the emergence of individuality and its impact on ethics, politics, and religion; the Reformation; the Enlightenment; and the beginnings of Romanticism. Authors may include Montaigne, Shakespeare, Descartes, Bacon, Milton, Hobbes, Locke, Defoe, Rousseau, and Mary Shelley.

Questioning the Modern. Spring 2011. **English 20c**, Peter Coviello; **Religion 19c**, Elizabeth Pritchard.

An examination of late modernity from 1800 to the present, focusing on the vexed relations between the shaping principles of modernity and several of the more violent human undertakings with which it was historically conjoined: enslavement, the subjugation of women,

and the Holocaust. How in the light of these matters do we understand modernity's chief concerns with freedom, autonomy, the self, scientific mastery, and historical progress? Authors and artists may include Kant, Goya, Marx, Manet, Freud, Woolf, Picasso, Du Bois, and Nabokov.

GAY AND LESBIAN STUDIES

Marilyn Reizbaum, *Program Director*

Glynis Wears-Siegel, *Program Coordinator*

Contributing Faculty: Susan Bell, Aviva Briefel†, David A. Collings†, Peter Coviello, Sarah O'Brien Conly†, Guy Mark Foster, Celeste Goodridge**, David Hecht, Aaron Kitch, Matthew Klingle, Elizabeth Pritchard, Marilyn Reizbaum, Nancy Riley†, Birgit Tautz, Jill S. Smith, Krista Van Vleet, William Watterson

The interdisciplinary Gay and Lesbian Studies Program coordinates courses that incorporate research on sexuality, particularly on gay, lesbian, bisexual, and transgender people. Drawing on a variety of approaches in several disciplines, such as queer theory and the history of sexuality, the program examines constructions of sexuality in institutions of knowledge, in aesthetic representation, and in modes of social practice, examining the question of sexual identity and performance across cultures and historical periods.

Requirements for the Minor in Gay and Lesbian Studies

The minor consists of five courses: **Gay and Lesbian Studies 201** and four other courses from the offerings listed below, some of which will change with every academic year. Among the latter four courses, at least one must come from the social sciences and at least one from the arts and humanities division, and no more than two courses may come from any single department. Only one independent study may be counted toward the minor. Courses in which D grades are received will not count toward the minor.

First-Year Seminars

For a full description of first-year seminars, see pages 147–58.

16c. Sex and the Church. Fall 2010. Elizabeth Pritchard. (Same as **Gender and Women's Studies 17** and **Religion 16**.)

29c. Historians, Comediennes, Storytellers: Women Filmmakers in the German-Speaking Countries. Fall 2010. Birgit Tautz. (Same as **Film Studies 29**, **Gender and Women's Studies 29**, and **German 29**.)

Intermediate and Advanced Courses

201 - ESD. Gay and Lesbian Studies. Every year. Fall 2010. Peter Coviello.

An introduction to the materials, major themes, and defining methodologies of gay and lesbian studies. Considers in detail both the most visible contemporary dilemmas involving homosexuality (queer presence in pop culture, civil rights legislation, gay-bashing, AIDS, identity politics) as well as the great variety of interpretive approaches these dilemmas have, in recent years, summoned into being. Such approaches borrow from the scholarly practices of literary and artistic exegesis, history, political science, feminist theory, and psychoanalysis—to name only a few. An abiding concern over the semester is to discover how a discipline so

variously influenced conceives of and maintains its own intellectual borders. Course materials include scholarly essays, journalism, films, novels, and a number of lectures by visiting faculty.

210b - ESD, IP: Global Sexualities, Local Desires. Spring 2011. Krista Van Vleet.

Explores the variety of practices, performances, and ideologies of sexuality through a cross-cultural perspective. Focusing on contemporary anthropological scholarship on sexuality and gender, asks whether Western conceptions of “sexuality,” “sex,” and “gender” help us understand the lives and desires of people in other social and cultural contexts. Topics may include Brazilian transgendered prostitutes (travesti), intersexuality, and the naturalization of sex; “third gendered” individuals and religion in Native North America, India, and Chile; language and the performance of sexuality by drag queens in the United States; transnationalism and the global construction of “gay” identity in Indonesia; lesbian and gay kinship; AIDS in Cuba and Brazil; and Japanese Takarazuka theater. In addition to ethnographic examples of alternative genders and sexualities (so-called “third genders” and non-heterosexual sexualities) in both Western and non-Western contexts, also presents the major theoretical perspectives and methodological approaches used by anthropologists to understand sexuality, and considers how shifts in feminist and queer politics have also required anthropologists to focus on other social differences such as class, race, ethnicity, and post-colonial relations. (Same as **Anthropology 210** and **Gender and Women’s Studies 210**.)

Prerequisite: **Anthropology 101** or **Sociology 101**, or permission of the instructor.

[229c - ESD. **Science, Sex, and Politics.** (Same as **Gender and Women’s Studies 230** and **History 229**.)]

243c. Victorian Genders. Every other year. Spring 2012. Aviva Briefel.

Investigates the literary and cultural construction of gender in Victorian England. Of central concern are fantasies of “ideal” femininity and masculinity, representations of unconventional gender roles and sexualities, and the dynamic relationship between literary genres and gender ideologies of the period. Authors may include Charlotte Brontë, Freud, Gissing, Hardy, Rider Haggard, Christina Rossetti, Ruskin, Schreiner, Tennyson, and Wilde. (Same as **English 243** and **Gender and Women’s Studies 239**.)

Prerequisite: One first-year seminar or 100-level course in English, gay and lesbian studies, or gender and women’s studies.

[244c. **Victorian Crime.** (Same as **English 244** and **Gender and Women’s Studies 244**.)]

245c. Modernism/Modernity. Every other year. Fall 2010. Marilyn Reizbaum.

Examines the cruxes of the “modern,” and the term’s shift into a conceptual category rather than a temporal designation. Although not confined to a particular national or generic rubric, takes British works as a focus. Organized by movements or critical formations of the modern, i.e., modernisms, psychoanalysis, postmodernism, cultural critique. Readings of critical literature in conjunction with primary texts. Authors/directors/works may include T. S. Eliot, Joyce’s *Dubliners*, Lawrence’s *Sons and Lovers*, Sontag’s *On Photography*, W. G. Sebald’s *The Natural History of Destruction*, Ian McEwan’s *Enduring Love*, Stevie Smith, Kureishi’s *My Son the Fanatic*, and Coetzee’s *Disgrace*. (Same as **English 245** and **Gender and Women’s Studies 247**.)

Prerequisite: One first-year seminar or 100-level course in English, gay and lesbian studies, or gender and women’s studies.

249c. Film Noir. Spring 2011. Ann Kibbie.

A survey of film noir, from the hard-boiled detective films of the 1940s to later films that attempt to re-imagine the genre. Focuses on issues of gender and sexuality, the representation of women in film, and gender roles in the 1940s and 1950s. Films may include *The Big Sleep*, *Double Indemnity*, *Strangers on a Train*, *In a Lonely Place*, and *Chinatown*. Readings will include film criticism and theory, as well as some of the novels that were adapted for the screen. Attendance at weekly screenings is required. (Same as **English 249**, **Film Studies 249**, and **Gender and Women's Studies 269**.)

Prerequisite: One first-year seminar or 100-level course in English, film studies, gay and lesbian studies, or gender and women's studies.

[253b - ESD. Constructions of the Body. (Same as **Gender and Women's Studies 253** and **Sociology 253**.)]

[255c. Topics in Contemporary Literature Post 1945: Cold War Literature and Culture. (Same as **English 255**.)]

266c - ESD. The City as American History. Spring 2011. Matthew Klingle.

Seminar. America is an urban nation today, yet Americans have had deeply ambivalent feelings toward the city over time. Explores the historical origins of that ambivalence by tracing several overarching themes in American urban history from the seventeenth century to the present. Topics include race and class relations, labor, design and planning, gender and sexual identity, immigration, politics and policy, scientific and technological systems, violence and crime, religion and sectarian disputes, and environmental protection. Discussions revolve around these broad themes, as well as regional distinctions between American cities. Students are required to write several short papers and one longer paper based upon primary and secondary sources. (Same as **History 226**.)

276c. Queer Race. Spring 2011. Guy Mark Foster.

How does the concept of "queerness" signify in cultural texts that are ostensibly about the struggle for racial equality? And vice versa, how does the concept of "racialization" signify in cultural texts that are ostensibly about the struggle for LGBT recognition and justice? While some of this work tends to reduce "queer" to traditional sexual minorities like lesbian and trans folk while downplaying racial considerations, others tend to limit the category "race" to people of color like blacks while downplaying questions about sexuality. Such critical and creative gestures often place "queer" and "race" in opposition rather than as intersecting phenomena. Students examine the theoretical and cultural assumptions of such gestures, and their implications, through close readings of selected works in both the LGBT and African American literary traditions. Formerly **English 273** (same as **Africana Studies 273** and **Gender and Women's Studies 205**). (Same as **Africana Studies 276** and **English 276**.)

Prerequisite: One first-year seminar or 100-level course in English, Africana studies, or gay and lesbian studies.

Note: This course fulfills the literature of the Americas requirement for English majors.

291–294. Intermediate Independent Study in Gay and Lesbian Studies. The Program.

311c. The Epistemology of Pleasure. Fall 2010. Aaron Kitch.

Explores the religious, political, and cultural consequences of pleasure during the English Renaissance (c. 1400 to 1650) as they shaped a range of art forms, including drama, poetry, painting, and sculpture. New interest in pleasure as a type of human experience emerged in part

through the revival of classical debates between Stoicism and Epicureanism. At the same time, “palaces” of pleasure like the commercial theater were established, along with private gardens and baths modeled on classical precedents. Topics include the relationship between poetry and the “sister arts” of painting, music, and sculpture; pleasure as an end in itself; pleasure and the body; and the politics of female pleasure. Authors include Ovid, Marlowe, Shakespeare, Montaigne, Behn, Freud, Foucault, and Žižek. (Same as **English 310**.)

Prerequisite: One 200-level course in English or gay and lesbian studies, or permission of the instructor.

Note: This course fulfills the pre-1800 literature requirement for English majors.

[312b. **Resistance and Accommodation: Comparative Perspectives on Gender.** (Same as **Gender and Women’s Studies 312** and **Sociology 312**.)]

316c. Shakespeare’s Sonnets. Spring 2011. William Watterson.

Close reading of Shakespeare’s 154 sonnets and the appended narrative poem “A Lover’s Complaint,” which accompanies them in the *editio princeps* of 1609. Required texts include the “New Arden” edition of *Shakespeare’s Sonnets* (1997) edited by Katherine Duncan-Jones, and Helen Vendler’s *The Art of Shakespeare’s Sonnets* (1998). Critical issues examined include the dating of the sonnets, the order in which they appear, their rhetorical and architectural strategies, and their historical and autobiographical content. (Same as **English 316**.)

Prerequisite: One 200-level course in English or gay and lesbian studies, or permission of the instructor.

Note: This course fulfills the pre-1800 literature requirement for English majors.

[326b. **The Psychology of Stigma.** (Same as **Gender and Women’s Studies 325** and **Psychology 326**.)]

390c - IP. Robots, Vamps, and Whores: Women in German Culture and Society, 1880–1989. Fall 2011. Jill Smith.

An examination of gender roles and female sexuality as central controversies of modern German culture. Analyzing nineteenth- and twentieth-century artifacts (works of literature, films, and paintings) from four distinct periods in German history—the *fin-de-siècle*, the Roaring Twenties, the Nazi era, and divided Germany—compares historical and artistic representations of women, particularly those women who push the boundaries of normative sexual and social behavior. A variety of texts will be used to discuss such diverse social phenomena and contested territory as the women’s movement/feminism, morality crusades, sexology, prostitution, marriage reform, abortion, and lesbianism. Frequent short writings, several critical interpretive essays, and a final project based upon visual images of women spanning the time periods discussed required. (Same as **Gender and Women’s Studies 390** and **German 390**.)

GENDER AND WOMEN'S STUDIES

Jennifer Scanlon, *Program Director*

Anne E. Clifford, *Program Administrator*

Professor: Jennifer Scanlon

Associate Professor: Kristen R. Ghodsee†

Visiting Faculty: Samaa Abdurraqib

Fellow: Desdamona Rios (Psychology)

Contributing Faculty: Susan Bell, Aviva Briefel†, Jorunn Buckley, Judith S. Casselberry, David A. Collings†, Rachel Ex Connelly, Sara A. Dickey**, Pamela M. Fletcher†, Celeste Goodridge**, David Hecht, Ann L. Kibbie, Jane Knox-Voina, Raymond Miller, Elizabeth Pritchard, Marilyn Reizbaum, Nancy Riley†, Rachel Sturman, Susan L. Tananbaum, Birgit Tautz, Shu-chin Tsui†, June A. Vail, Krista Van Vleet

The gender and women's studies curriculum is an interdisciplinary program that incorporates recent research done on women and gender. Gender and women's studies combines the scholarly traditions of each field in new and productive ways to develop a culture of critical thinking about sexuality, gender, race, and class. Courses in gender and women's studies investigate the experience of women in light of the social construction of gender and its meaning across cultures and historic periods. Gender construction is explored as an institutionalized means of structuring inequality and dominance. The program offers a wide range of courses taught by faculty members from many departments and programs.

Requirements for the Major in Gender and Women's Studies

The major consists of ten courses, including three required core courses—**Gender and Women's Studies 101, 201, and 301**—that are designed to illuminate the diverse realities of women's experience while making available some of the main currents of feminist thought.

The seven remaining courses for the major may be chosen from the set of gender and women's studies courses, or from a set of courses in other disciplines that have been approved by the Gender and Women's Studies Program Committee to count towards the major. Of the seven courses, at least two must be listed as "same as" gender and women's studies courses. Gender and women's studies courses are numbered to indicate the level of course instruction. The general level of instruction is indicated by the first number, so that courses below **30** are first-year seminars, **100–199** are general introductory courses, **200–290** are general intermediate-level courses, and **300** and higher are advanced seminars intended for juniors and seniors.

In total, no more than three of the seven elective courses may be from the same department. The departmental affiliation of the course is considered the department of which the instructor is a member. Courses will count for the major if grades of C- or better are earned. One course receiving "Credit" from the Credit/D/Fail grading option may be counted.

During the spring of their junior year, students who wish to undertake an honors project must secure the agreement of a faculty member to supervise their independent studies project. The honors project supervisor must have taught gender and women's studies courses and served on the Gender and Women's Studies Program Committee. If the student's chosen supervisor has not fulfilled both of these requirements, the student may appeal for permission from that committee. Two semesters of advanced independent study (**Gender and Women's Studies 401**)

and 402) are required for an honors project in gender and women's studies. No more than two independent studies courses may count toward the gender and women's studies major.

Requirements for the Minor in Gender and Women's Studies

The minor consists of **Gender and Women's Studies 101** and **201**, normally taken in the first or second year, and three additional courses. Students may count courses in their major, but may count only two courses from any given discipline. All courses must be taken for letter grades and students must receive grades of C- or better in order for the courses to be counted.

First-Year Seminars

For a full description of first-year seminars, see pages 147–58.

17c. Sex and the Church. Fall 2010. Elizabeth Pritchard. (Same as **Gay and Lesbian Studies 16** and **Religion 16**.)

20c. In Sickness and in Health: Public Health in Europe and the United States. Fall 2010. Susan Tananbaum. (Same as **History 20**.)

[**21c. Bad Girls of the 1950s.** (Same as **History 19**.)]

29c. Historians, Comediennes, Storytellers: Women Filmmakers in the German-Speaking Countries. Fall 2010. Birgit Tautz. (Same as **Film Studies 29**, **Gay and Lesbian Studies 29**, and **German 29**.)

Introductory, Intermediate, and Advanced Courses

101b - ESD. Introduction to Gender and Women's Studies. Fall 2010. Samaa Abdurraqib.

An interdisciplinary introduction to the issues, perspectives, and findings of the new scholarship that examines the role of gender in the construction of knowledge. Explores what happens when women become the subjects of study; what is learned about women; what is learned about gender; and how disciplinary knowledge itself is changed.

102c - ESD, VPA. Cultural Choreographies: An Introduction to Dance. Spring 2012. Paul Sarvis.

Dancing is a fundamental human activity, a mode of communication, and a basic force in social life. Investigates dance and movement in the studio and classroom as aesthetic and cultural phenomena. Explores how dance and movement activities reveal information about cultural norms and values and affect perspectives in our own and other societies. Using ethnographic methods, focuses on how dancing maintains and creates conceptions of one's own body, gender relationships, and personal and community identities. Experiments with dance and movement forms from different cultures and epochs—for example, the hula, New England contradance, classical Indian dance, Balkan kolos, ballet, contact improvisation, and African American dance forms from swing to hip-hop—through readings, performances, workshops in the studio, and field work. (Same as **Dance 101**.)

[**104c. Introduction to Black Women's Literature.** (Same as **Africana Studies 108** and **English 108**.)]

201b - ESD. Feminist Theory. Fall 2010. Jennifer Scanlon.

The history of women's studies and its transformation into gender studies and feminist theory has always included a tension between creating “woman,” and political and theoretical challenges to that unity. Examines that tension in two dimensions: the development of critical

perspectives on gender and power relations both within existing fields of knowledge, and within the continuous evolution of feminist discourse itself.

Prerequisite: **Gender and Women's Studies 101** or permission of the instructor.

[**204b. Families: A Comparative Perspective.** (Same as **Sociology 204.**)]

207c. Black Women, Politics, Music, and the Divine. Fall 2010. Judith Casselberry.

Examines the convergence of politics and spirituality in the musical work of contemporary Black women singer-songwriters in the United States. Analyzes material that interrogates and articulates the intersections of gender, race, class, and sexuality, generated across a range of religious and spiritual terrains with African diasporic/Black Atlantic spiritual moorings, including Christianity, Islam, and Yoruba. Focuses on material that reveals a womanist (Black feminist) perspective by considering the ways resistant identities shape and are shaped by artistic production. Employs an interdisciplinary approach by incorporating ethnomusicology, anthropology, literature, history, and performance and social theory. Explores the work of Shirley Caesar, The Clark Sisters, Me'shell Ndegeocello, Abby Lincoln, Sweet Honey in the Rock, and Dianne Reeves, among others. (Same as **Africana Studies 201, Music 201, and Religion 201.**)

210b - ESD, IP. Global Sexualities, Local Desires. Spring 2011. Krista Van Vleet.

Explores the variety of practices, performances, and ideologies of sexuality through a cross-cultural perspective. Focusing on contemporary anthropological scholarship on sexuality and gender, asks whether Western conceptions of "sexuality," "sex," and "gender" help us understand the lives and desires of people in other social and cultural contexts. Topics may include Brazilian transgendered prostitutes (travesti), intersexuality, and the naturalization of sex; "third gendered" individuals and religion in Native North America, India, and Chile; language and the performance of sexuality by drag queens in the United States; transnationalism and the global construction of "gay" identity in Indonesia; lesbian and gay kinship; AIDS in Cuba and Brazil; and Japanese Takarazuka theater. In addition to ethnographic examples of alternative genders and sexualities (so-called "third genders" and non-heterosexual sexualities) in both Western and non-Western contexts, also presents the major theoretical perspectives and methodological approaches used by anthropologists to understand sexuality, and considers how shifts in feminist and queer politics have also required anthropologists to focus on other social differences such as class, race, ethnicity, and post-colonial relations. (Same as **Anthropology 210** and **Gay and Lesbian Studies 210.**)

Prerequisite: **Anthropology 101** or **Sociology 101**, or permission of the instructor.

[**212c. Third World Feminism.** (Same as **Africana Studies 211, French 212, and Latin American Studies 212.**)]

214b - ESD. Psychology of Women. Fall 2010. Desdamona Rios.

A survey of feminist theories and empirical findings on the psychology of women, as well as controversy related to and current approaches for studying women. Considers how the social construction of gender, the gendered nature of social institutions, and the way that gender intersects with race/ethnicity, sexual orientation, social class, and other social categories contribute to the psychology of women. (Same as **Psychology 214.**)

215c. Black Women in Atlantic New Orleans. Fall 2010. Jessica Marie Johnson.

Seminar. In 2005, Hurricane Katrina turned a national spotlight on the politics of race, sex, property, and power in the city of New Orleans, Louisiana. But for centuries, New Orleans has

made and remade itself at the intersection of history and memory, slavery and freedom. Women of African descent have been central to this process. Explores the multilayered and multivalent history and culture of New Orleans as a site for Afro-Atlantic women's religious and political culture, resistance, and transnational interaction. Considers New Orleans historic connections to Senegal, France, Haiti, and Cuba and the way slavery, the slave trade, and resistance to both created complicated global connections even within the city. Explores the city's Afro-creole expressive and material culture, and how it emerged, and the ways it complicated and confounded neat racial and gender categories of the Atlantic world. Course material includes primary sources from the archives of the city, multimedia material, books and articles. Assignments include, but are not limited to, response papers and two longer projects (midterm and final). (Same as **Africana Studies 215** and **History 271**.)

216b - ESD. Sociology of Gender. Fall 2010. Wendy Christensen.

Our ideas about gender—about women, men, masculinity, femininity—organize our social life in important ways that we often do not even notice. Critically examines the ways gender informs the social world in which we live and how beliefs about gender create and enforce a system of gender difference and inequality. Examines how gender is involved in and related to differences and inequalities in social roles, gender identity, sexual orientation, and social constructions of knowledge. Particular attention paid to exposing the gendered workings of institutions such as the family and the workplace, the link between gender and sexuality, and how race and class inform our ideas about gender. (Same as **Sociology 219**.)

Prerequisite: **Sociology 101** or **Anthropology 101**, and a 200-level course in sociology or **Gender and Women's Studies 101**, or permission of the instructor.

217c. Dostoevsky or Tolstoy. Every other spring. Spring 2012. Raymond Miller.

Explores and compares two giants of Russian literature, Lev Tolstoy and Fyodor Dostoevsky. Their works are read for their significance, both to Russian cultural history and to European thought; special attention is paid to the portrayal of women and women's issues by both authors. Part I studies Dostoevsky's quest for guiding principles of freedom and love in a world of growing violence, cynicism, and chaos. "The Woman Question" emerges as a constant subject: Dostoevsky particularly concerned himself with the suffering of poor and humiliated women. A close reading of several short works and the novel *Brothers Karamazov* set in their historical and intellectual framework. Emphasis on the novelist's struggle between Western materialistic individualism and Eastern voluntary self-renunciation. Examines Dostoevsky's "fantastic realism" as a polyphony of voices, archetypes, and religious symbols. Part II studies Tolstoy's development both as a novelist and a moral philosopher. Examines several works, the most important being the novel *Anna Karenina*, with special emphasis on the tension between Tolstoy-the-artist and Tolstoy-the-moralist. Discussion of the writer's role as "the conscience of Russia" in the last thirty years of his life, as well as his influence on such figures as Gandhi and Martin Luther King. (Same as **Russian 224**.)

[**218b - IP. Sex and Socialism: Gender and Political Ideologies of the Twentieth Century.**]

219b. Anthropology of Science, Sex, and Reproduction. Fall 2010. Jan Brunson.

Explores anthropological approaches to reproductive health and procreation in developed and developing countries. Locates science as one epistemology among many and explores the hegemonic aspects of science in relation to sex and reproduction. Examines sex and reproduction as sites of intervention for public health, development, and biomedical specialists, while also considering local constructions and strategies. Topics include cervical cancer, family

planning, and new reproductive technologies. Draws primarily from ethnographies. (Same as **Anthropology 219**.)

Prerequisite: **Anthropology 101** or one of the following: **Anthropology 210** (same as **Gay and Lesbian Studies 210**, **Gender and Women's Studies 210**, and **Latin American Studies 211**), **Anthropology 237** (same as **Gender and Women's Studies 237** and **Latin American Studies 237**), **Sociology 224**, or permission of the instructor.

220c - IP, VPA. Soviet Worker Bees, Revolution, and Red Love in Russian Film. Fall 2010. Jane Knox-Voina.

Explores twentieth-century Russian society through critical analysis of film, art, architecture, music, and literature. Topics include scientific utopias, eternal revolution, individual freedom versus collectivism, conflict between the intelligentsia and the common man, the "new Soviet woman," nationalism, the thaw and double-think, stagnation of the 1970s, post-glasnost sexual liberation, and black hole post-soviet film. Works of Eisenstein, Vertov, Pudovkin, Tarkovsky, Kandinsky, Chagall, Mayakovsky, Bulgakov, Pasternak, Brodsky, Akhmatova, Solzhenitsyn, Petrushevskaya, and Tolstaya. Weekly film viewings. Russian majors are required to do some reading in Russian. (Same as **Russian 221**.)

Note: May be counted towards a minor in film studies.

221c. Dostoevsky and the Novel. Spring 2011. Russian Department.

Examines Fyodor Dostoevsky's later novels. Studies the author's unique brand of realism ("fantastic realism," "realism of a higher order"), which explores the depths of human psychology and spirituality. Emphasis on the anti-Western, anti-materialist bias of Dostoevsky's quest for meaning in a world growing increasingly unstable, violent, and cynical. Special attention is given to the author's treatment of urban poverty and the place of women in Russian society. (Same as **Russian 223**.)

223b - ESD. Cultural Interpretations of Medicine. Fall 2010. Susan Bell.

Explores a series of topics in health studies from the perspectives of the humanities and social sciences: medical ethics, the development and use of reproductive technologies, relationships between doctors and patients, disability, public health, and the experience of illness. Encourages reflection about these topics through ethnographies, monographs, novels, plays, poetry, and visual arts, such as Barker's *Regeneration*, Squiers' *The Body at Risk: Photography of Disorder, Illness, and Healing*, Kafka's *Metamorphosis*, Bosk's *Forgive and Remember*, and Alvord's *The Scalpel and the Silver Bear*. (Same as **Sociology 223**.)

Prerequisite: **Sociology 101** or **Anthropology 101**.

[225c - ESD. **Family Affairs: Changing Patterns in Europe.** (Same as **History 222**.)]

[230c - ESD. **Science, Sex, and Politics.** (Same as **Gay and Lesbian Studies 229** and **History 229**.)]

[231b - MCSR. **Economics of the Life Cycle.** (Same as **Economics 231**.)]

[233b. **Gender and Secularisms: Comparative Cultures of Church-State Relations.**]

235c - ESD. Lawn Boy Meets Valley Girl: Gender and the Suburbs. Fall 2010. Jennifer Scanlon.

The suburbs, where the majority of the nation's residents live, have been alternately praised as the most visible sign of the American dream and vilified as the vapid core of homogeneous Middle America. How did the "burbs" come about, and what is their significance in American

life? Begins with the history of the suburbs from the mid-nineteenth century to the post-World War II period, exploring the suburb as part of the process of national urbanization. Then explores more contemporary cultural representations of the suburbs in popular television, film, and fiction. Particular attention paid to gender, race, and consumer culture as influences in the development of suburban life. (Same as **History 234**.)

237b - ESD, IP, Family, Gender, and Sexuality in Latin America. Fall 2010. Krista Van Vleet.

Focuses on family, gender, and sexuality as windows onto political, economic, social, and cultural issues in Latin America. Topics include indigenous and natural gender ideologies, marriage, race, and class; machismo and masculinity; state and domestic violence; religion and reproductive control; compulsory heterosexuality; AIDS; and cross-cultural conceptions of homosexuality. Takes a comparative perspective and draws on a wide array of sources including ethnography, film, fiction, and historical narrative. (Same as **Anthropology 237** and **Latin American Studies 237**.)

Prerequisite: **Anthropology 101** or **Sociology 101**, or permission of the instructor.

239c. Victorian Genders. Every other year. Spring 2012. Aviva Briefel.

Investigates the literary and cultural construction of gender in Victorian England. Of central concern are fantasies of "ideal" femininity and masculinity, representations of unconventional gender roles and sexualities, and the dynamic relationship between literary genres and gender ideologies of the period. Authors may include Charlotte Brontë, Freud, Gissing, Hardy, Rider Haggard, Christina Rossetti, Ruskin, Schreiner, Tennyson, and Wilde. (Same as **English 243** and **Gay and Lesbian Studies 243**.)

Prerequisite: One first-year seminar or 100-level course in English, gay and lesbian studies, or gender and women's studies.

[**240c. Radical Sensibility.** (Same as **English 235** [formerly **English 240**].)]

243c - IP, VPA. Russia's "Others": Siberia and Central Asia through Film and Literature. Spring 2011. Jane Knox-Voina.

Films, music, short stories, folklore, and art are analyzed for the construction of national identity of Asian peoples from the Caucasus to the Siberian Bering Straits—Russia and the Former Central Asia (the "stans" and Mongolia). Themes: Multicultural conflicts along the Silk Road, the transit zone linking West to East. Changing roles of Asian women as cornerstone for nations. Survival and role of indigenous peoples in solving cultural, economic, and geopolitical issues facing the twenty-first century. Arrival of "outsiders": from early traders to Siberian settlers to exiled convicts; from early conquerors to despotic Bolshevik rulers, from Genghis Khan to Stalin. Impact of Soviet collectivization, industrialization, and modernism on traditional beliefs, the environment, subsistence indigenous cultures, and Eastern spiritualities (Islam, shamanism). Questions how film and literature both tell and shape the story of "nations." Films include S. Bodrov's *Prisoner of the Mountains (Caucasus)* and *Mongol*; V. Pudovsk's *Storm Over Asia*, A. Kurosawa's *Dersu Uzala*, N. Mikhalkov's *Close to Eden*, A. Konchalovsky's *Siberiade*, G. Omarova's *Schizo*. (Same as **Russian 251**.)

Note: May be counted towards a minor in film studies.

[**244c. Victorian Crime.** (Same as **English 244** and **Gay and Lesbian Studies 244**.)]

247c. Modernism/Modernity. Every other year. Fall 2010. Marilyn Reizbaum.

Examines the cruxes of the “modern,” and the term’s shift into a conceptual category rather than a temporal designation. Although not confined to a particular national or generic rubric, takes British works as a focus. Organized by movements or critical formations of the modern, i.e., modernisms, psychoanalysis, postmodernism, cultural critique. Readings of critical literature in conjunction with primary texts. Authors/directors/works may include T. S. Eliot, Joyce’s *Dubliners*, Lawrence’s *Sons and Lovers*, Sontag’s *On Photography*, W. G. Sebald’s *The Natural History of Destruction*, Ian McEwan’s *Enduring Love*, Stevie Smith, Kureishi’s *My Son the Fanatic*, and Coetzee’s *Disgrace*. (Same as **English 245** and **Gay and Lesbian Studies 245**.)

Prerequisite: One first-year seminar or 100-level course in English, gay and lesbian studies, or gender and women’s studies.

248c - ESD. Family and Community in American History, 1600–1900. Fall 2012. Sarah McMahon.

Examines the social, economic, and cultural history of American families from 1600 to 1900, and the changing relationship between families and their kinship networks, communities, and the larger society. Topics include gender relationships; racial, ethnic, cultural, and class variations in family and community ideals, structures, and functions; the purpose and expectations of marriage; philosophies of child-rearing; organization of work and leisure time; and the effects of industrialization, urbanization, immigration, and social and geographic mobility on patterns of family life and community organization. (Same as **History 248**.)

249c. History of Women’s Voices in America. Spring 2013. Sarah McMahon.

Seminar. Examines women’s voices in America from 1650 to the twentieth century, as these emerged in private letters, journals, and autobiographies; poetry, short stories, and novels; essays, addresses, and prescriptive literature. Readings from the secondary literature provide a historical framework for examining women’s writings. Research projects focus on the form and content of women’s literature and the ways that it illuminates women’s understandings, reactions, and responses to their historical situation. (Same as **History 249**.)

Prerequisite: One course in history.

251c - ESD. Women in American History, 1600–1900. Spring 2011. Sarah McMahon.

A social history of American women from the colonial period through the nineteenth century. Examines women’s changing roles in both public and private spheres; the circumstances of women’s lives as these were shaped by class, ethnic, and racial differences; the recurring conflict between the ideals of womanhood and the realities of women’s experience; and focuses on family responsibilities, paid and unpaid work, religion, education, reform, women’s rights, and feminism. (Same as **History 246**.)

[**253b - ESD. Constructions of the Body.** (Same as **Gay and Lesbian Studies 253** and **Sociology 253**.)]

[**254b - ESD, IP. Gender and Sexuality in Latin America.** (Same as **Anthropology 254**, **Latin American Studies 257**, and **Sociology 254**.)]

[**256c - ESD. Gender, Body, and Religion.** (Same as **Religion 253**.)]

[**259c - ESD, IP. Sex and the Politics of the Body in India.** (Same as **Asian Studies 237** and **History 259**.)]

260c. African American Fiction: (Re)Writing Black Masculinities. Fall 2010. Guy Mark Foster.

In 1845, Frederick Douglass told his white readers: "You have seen how a man was made a slave; you shall see how a slave was made a man." This simple statement effectively describes the enduring paradox of African American male identity: although black and white males share a genital sameness, until the nation elected its first African American president the former has inhabited a culturally subjugated gender identity in a society premised on both white supremacy and patriarchy. But Douglass's statement also suggests that black maleness is a discursive construction, i.e., that it changes over time. If this is so, how does it change? What are the modes of its production and how have black men over time operated as agents in reshaping their own masculinities? Reading a range of literary and cultural texts, both past and present, students examine the myriad ramifications of, and creative responses to, this ongoing challenge. (Same as **Africana Studies 260** and **English 260**.)

Prerequisite: One first-year seminar or 100-level course in English, Africana studies, or gender and women's studies.

Note: This course fulfills the literature of the Americas requirement for English majors.

[**261c - ESD. Gender, Film, and Consumer Culture.** (Same as **Film Studies 261**.)]

[**262c. Drama and Performance in the Twentieth Century and Beyond.** (Same as **English 246** and **Theater 246**.)]

[**266c - IP. Chinese Women in Fiction and Film.** (Same as **Asian Studies 266**.)]

269c. Film Noir. Spring 2011. Ann Kibbie.

A survey of film noir, from the hard-boiled detective films of the 1940s to later films that attempt to re-imagine the genre. Focuses on issues of gender and sexuality, the representation of women in film, and gender roles in the 1940s and 1950s. Films may include *The Big Sleep*, *Double Indemnity*, *Strangers on a Train*, *In a Lonely Place*, and *Chinatown*. Readings will include film criticism and theory, as well as some of the novels that were adapted for the screen.

Attendance at weekly screenings is required. (Same as **English 249**, **Film Studies 249**, and **Gay and Lesbian Studies 249**.)

Prerequisite: One first-year seminar or 100-level course in English, film studies, gay and lesbian studies, or gender and women's studies.

273c. Black Women and Slavery in Diasporic Perspective. Spring 2011. Jessica Johnson.

Seminar. Examines the history of women of African descent during the second period of slavery and slave trading between Africa, the Caribbean, and mainland North America (roughly 1650 to 1888). Focuses on the everyday experiences of women's labor, reproduction, and kinship-building on the plantations and in the cities, of these slaveholding societies and on women's roles in the (re)creation of Afro-Atlantic religious and political culture. Investigates the participation of women in abolition and emancipation movements of the late eighteenth and early nineteenth centuries. A range of issues addressed: How did women of African descent experience life under slavery in contrast to men or women of European, Amerindian, and East Indian descent? How did the lives of enslaved women differ from free women of color in different slave holding societies of the Atlantic world? How did the experience of migration, forced and voluntary, impact the lives of black women and the growth of black societies across the Atlantic African diaspora? Assignments include work by contemporary historians and literary figures, primary source analysis, and student projects on the representation and presentation of women and slavery. (Same as **Africana Studies 265** and **History 273**.)

277 - MCSR. Applied Research Practicum: Chinese Rural to Urban Migration. Spring 2011. Rachel Ex Connelly.

Highlights applied research methods in microeconomics. Students work throughout the semester in research teams to analyze data from Chinese rural women on their migration and/or the migration of their husbands. While topics of Chinese economic life and economic models of migration are studied, primary focuses on methods: how applied researchers work with data to analyze a set of questions. Elementary statistics is a prerequisite. Statistical techniques beyond the elementary level are taught. (Same as **Asian Studies 269** and **Economics 277**.)

Prerequisite: **Economics 101** and one of the following statistics courses: **Economics 257**, **Mathematics 155** or **265**, **Psychology 252**, or **Sociology 201**; or permission of the instructor.

[**278b - ESD, IP. China, Gender, Family.** (Same as **Asian Studies 278** and **Sociology 278**.)]

289c - IP. Construction of the Goddess and Deification of Women in Hindu Religious Tradition. Fall 2011. Sree Padma Holt.

Focuses include (1) an examination of the manner in which the power of the feminine has been expressed mythologically and theologically in Hinduism; (2) how various categories of goddesses can be seen or not as the forms of the “great goddess”; and (3) how Hindu women have been deified, a process that implicates the relationship between the goddess and women. Students read a range of works, primary sources such as *Devi Mahatmya*, biographies and myths of deified women, and recent scholarship on goddesses and deified women. (Same as **Asian Studies 289** and **Religion 289**.)

291–294. Intermediate Independent Study in Gender and Women’s Studies. The Program.

[**301b. Doing Gender Studies: Ethnographies of Gender.**]

302b. The Economics of the Family. Fall 2010. Rachel Ex Connelly.

Seminar. Microeconomic analysis of the family—gender roles, and related institutions. Topics include marriage, fertility, married women’s labor supply, divorce, and the family as an economic organization. (Same as **Economics 301**.)

Prerequisite: **Economics 255** and **257**, or permission of the instructor.

[**312b. Resistance and Accommodation: Comparative Perspectives on Gender.** (Same as **Gay and Lesbian Studies 312** and **Sociology 312**.)]

[**322c. Race, Gender, and Ethnicity in British and European Society.** (Same as **History 322**.)]

[**325b. The Psychology of Stigma.** (Same as **Gay and Lesbian Studies 326** and **Psychology 326**.)]

[**326c. A Body “of One’s Own”: Latina and Caribbean Women Writers.** (Same as **Latin American Studies 326** and **Spanish 326**.)]

390c - IP. Robots, Vamps, and Whores: Women in German Culture and Society, 1880–1989. Fall 2011. Jill Smith.

An examination of gender roles and female sexuality as central controversies of modern German culture. Analyzing nineteenth- and twentieth-century artifacts (works of literature, films, and paintings) from four distinct periods in German history—the *fin-de-siècle*, the Roaring Twenties, the Nazi era, and divided Germany—compares historical and artistic representations of women, particularly those women who push the boundaries of normative sexual and social

behavior. A variety of texts will be used to discuss such diverse social phenomena and contested territory as the women's movement/feminism, morality crusades, sexology, prostitution, marriage reform, abortion, and lesbianism. Frequent short writings, several critical interpretive essays, and a final project based upon visual images of women spanning the time periods discussed required. (Same as **Gay and Lesbian Studies 390** and **German 390**.)

401–404. Advanced Independent Study and Honors in Gender and Women's Studies. The Program.

Students may choose from the following list of related courses to satisfy requirements for the major or minor in gender and women's studies. For full course descriptions and prerequisites, see the appropriate department listings.

Africana Studies

10b. Racism. Fall 2010. Spring 2011. Roy Partridge. (Same as **Sociology 10**.)

Art History

[**333c. Studies in Seventeenth-Century Art: Caravaggio and Artemisia Gentileschi.**]

Economics

211b - MCSR. Poverty and Redistribution. Spring 2011. John M. Fitzgerald.

[**212b - MCSR. Labor and Human Resource Economics.**]

English

282c. Introduction to Literary and Cultural Theory. Spring 2011. Aaron Kitch.

Sociology

10b. Racism. Fall 2010. Spring 2011. Roy Partridge. (Same as **Africana Studies 10**.)

GERMAN

Birgit Tautz, *Department Chair*

Kate Flaherty, *Department Coordinator*

Professors: Helen L. Cafferty, Steven R. Cerf

Associate Professor: Birgit Tautz

Assistant Professor: Jill S. Smith

Teaching Fellow: Simin Hadji-Ahmad

The German department offers courses in the language, literature, and culture of the German-speaking countries of Europe. The program is designed for students who wish to become literate in the language and culture, comprehend the relationship between the language and culture, and gain a better understanding of their own culture in a global context. The major is a valuable asset in a wide variety of postgraduate endeavors, including international careers, and law and graduate school.

Requirements for the Major in German

The major consists of eight courses, one of which is **German 204** or the equivalent. One course may be chosen from **151–156** and the others from **205–402**. All majors are required to do course work with the department in their senior year; the configuration of this senior work

must be determined in direct consultation with the department. This consultation takes place prior to registering for the fall semester of senior year, which for some students means before they depart for study away. Prospective majors, including those who begin with first- or second-year German at Bowdoin, may arrange an accelerated program, usually including study abroad. Majors are encouraged to consider one of a number of study-abroad programs with different calendars and formats.

Requirements for the Minor in German

The minor consists of **German 102** or the equivalent, plus any four courses, of which two must be in the language (**203–398**).

Students may not count Credit/D/Fail courses towards the major or minor.

First-Year Seminar

For a full description of first-year seminars, see pages 147–58.

29c. Historians, Comediennes, Storytellers: Women Filmmakers in the German-Speaking Countries. Fall 2010. Birgit Tautz. (Same as **Film Studies 29**, **Gay and Lesbian Studies 29**, and **Gender and Women's Studies 29**.)

German Literature and Culture in English Translation

151c - ESD. The Literary Imagination and the Holocaust. Fall 2010. Steven Cerf.

An examination of the literary treatment of the Holocaust, a period between 1933 and 1945, during which eleven million innocent people were systematically murdered by the Nazis. Four different literary genres are examined: the diary and memoir, drama, poetry, and the novel. Three basic sets of questions are raised by the course: How could such slaughter take place in the twentieth century? To what extent is literature capable of evoking this period and what different aspects of the Holocaust are stressed by the different genres? What can our study of the Holocaust teach us with regard to contemporary issues surrounding totalitarianism and racism? No knowledge of German is required.

152c - IP, VPA. Berlin: Sin City, Divided City, City of the Future. Fall 2011. Jill Smith.

An examination of literary, artistic, and cinematic representations of the city of Berlin during three distinct time periods: the “Roaring 20s,” the Cold War, and the post-Wall period. Explores the dramatic cultural, political, and physical transformations that Berlin underwent during the twentieth century and thereby illustrates the central role that Berlin played, and continues to play, in European history and culture, as well as in the American cultural imagination. For each time period studied, compares Anglo-American representations of Berlin with those produced by German artists and writers, and investigates how, why, and to what extent Berlin has retained its status as one of the most quintessentially modern cities in the world. No knowledge of German is required.

156c - ESD, VPA. Nazi Cinema: Propaganda or Entertainment? Spring 2011. Birgit Tautz.

A study of selected films made in Germany under the auspices of the Nazis (1933–1945). Illustrates that Nazi cinema was as much entertainment as it was overt propaganda in the service of a terror regime; therefore, includes examples of science fiction, adventure films, and adaptations of literature, as well as anti-Semitic and pro-war feature films and documentaries. Examines three interrelated areas: (1) how Nazi cultural politics and ideology defined the role of cinema; (2) how the films produced in Germany between 1933 and 1945 supported and/or undermined the Nazi regime; and (3) how politics, manipulation, and propaganda work

through entertainment. Includes comparisons to representations of Nazi cinema today (e.g., *Inglorious Basterds*). No knowledge of German is required.

[158c - IP, VPA. Art and Politics: Introduction to Materialist Aesthetics.]

Language and Culture Courses

101c. Elementary German I. Every fall. Fall 2010. Jill Smith.

German 101 is the first course in German language and culture and is open to all students without prerequisite. Facilitates an understanding of culture through language. Introduces German history and cultural topics. Three hours per week. Acquisition of four skills: speaking and understanding, reading, and writing. One hour of conversation and practice with teaching assistant. Integrated language laboratory work.

102c. Elementary German II. Every spring. Spring 2011. Steven Cerf.

Continuation of **German 101**. Equivalent of **German 101** is required.

203c. Intermediate German I: Germany within Europe. Every fall. Fall 2010. Steven Cerf.

Continued emphasis on the understanding of German culture through language. Focus on social and cultural topics through history, literature, politics, popular culture, and the arts. Three hours per week of reading, speaking, and writing. One hour of discussion and practice with teaching assistant. Language laboratory also available. Equivalent of **German 102** is required.

204c. Intermediate German II: German History through Visual Culture. Every spring. Spring 2011. Birgit Tautz.

Continuation of **German 203**. Equivalent of **German 203** is required.

205c - IP. Advanced German Texts and Contexts. Every year. Fall 2010. Birgit Tautz.

Designed to explore aspects of German culture in depth, to deepen the understanding of culture through language, and to increase facility in speaking, writing, reading, and comprehension. Topics include post-war and/or post-unification themes in historical and cross-cultural contexts. Particular emphasis on post-1990 German youth culture and language. Includes fiction writing, film, music, and various news media. Weekly individual sessions with the Teaching Fellow from the Johannes-Gutenberg-Universität-Mainz. Equivalent of **German 204** is required.

291c–294c. Intermediate Independent Study in German. The Department.

Literature and Culture Courses

All courses require the equivalent of **German 204**.

308c - IP. Introduction to German Literature and Culture. Every year. Spring 2011. Jill Smith.

Designed to be an introduction to the critical reading of texts by genre (e.g., prose fiction and nonfiction, lyric poetry, drama, opera, film) in the context of German intellectual, political, and social history. Focuses on various themes and periods. Develops students' sensitivity to generic structures and introduces terminology for describing and analyzing texts in historical and cross-cultural contexts. Weekly individual sessions with the Teaching Fellow from the Johannes-Gutenberg-Universität-Mainz.

313c - IP. German Classicism. Fall 2011. The Department.

Focus on the mid to late eighteenth century as an age of contradictory impulses (e.g., the youthful revolt of Storm and Stress against the Age of Reason). Examines manifestations of such impulses—e.g., ghosts, love, and other transgressions—in the works of major (e.g., Goethe, Schiller) and less well-known (e.g., Karsch, Forster) authors. Beginning with discussions of transparency, examines the ghostly and spiritual moments of “Faustian bargains” (Goethe’s *Urfaust*), transgressive desires in poetry, travel texts, and love letters as well as in secret societies (Mozart’s *Zauberflöte*), and concludes with emergent, phantasmatic technologies (Schiller’s *Geisterseher*) and manifestations of the irrational in nature’s chaos (Kleist’s *Das Erdbeben in Chili*). Investigation of texts in their broader cultural context with appropriate theory and illustrated through film and drama on video, statistical data, developments in eighteenth-century dance, music, and legal discourse.

314c - IP. German Romanticism. Spring 2012. Steven Cerf.

Examines the origins of the German Romantic movement in the first half of the nineteenth century and its impact on German culture (e.g., music and the other arts, philosophy, politics, popular culture, continued legacy of Romanticism in subsequent periods of German culture and literature). Focus on representative authors, genres, and themes such as Romantic creativity, genius, horror, and fantasy.

315c - IP. Realism and Revolution in Nineteenth-Century German Literature and Culture. Fall 2010. Jill Smith.

What is revolution? What forms has it taken within German-speaking society and culture? Examines a variety of literary, cultural, and social texts from 1830 to 1900 in their broader cultural, artistic, philosophical, and political contexts. Beyond discussing the effects (both positive and negative) of the Industrial Revolution, discusses three other forms of revolution that emerge in nineteenth-century German discourse: (1) political revolution (the formation of German national identity; the rise of the socialist movement); (2) artistic revolution (the search for an artistic direction at the end of the Age of Goethe; the tensions between social realism and romanticism); (3) sexual revolution (scientific interest in “normal” vs. “abnormal” sexual behavior; the advent of the women’s movement and the questioning of gender roles). Authors/artists may include Heine, Büchner, Hebbel, Hauptmann, Andreas-Salomé, Fontane, Wagner, Marx and Engels, Bebel, Simmel, Kollwitz, Krafft-Ebing.

316c - IP. Modernism: Modernist Visions. Spring 2012 or 2013. The Department.

Discusses the extent to which modernism, its narratives, philosophy, and arts are tied to the heightened importance of vision and visual technologies around 1900, and examines modernist legacies beyond the confines of the Weimar Republic and the Nazi regime. Special attention is given to depictions of space (e.g., cities, “exotic lands,” the rural landscape, travel), depiction of protagonists’ interior worlds, so-called new objectivity, and the interrelation of visual arts and narrative, the development of particular visual technologies (e.g., photography, film, commercial galleries, museums, display culture), and avant-garde movements (e.g., Dada). Texts and films by the following authors, artists, filmmakers, and philosophers are read and analyzed in their historical, social, and literary contexts: Kafka, Rilke, Brecht, Benjamin, Modersohn-Becker, Simmel, Freud, Ruttman, Murnau, Seghers, and Sebald. Combines discussion, analytical and interpretive papers, film showings, and resources of the art museum.

317c - IP. German Literature and Culture since 1945. Fall 2011. The Department.

An exploration of the participation of literature and film in social critique in the two

Germanys from the immediate postwar period through reunification. After addressing *Vergangenheitsbewältigung* and the question of artistic production in the political context of the 1960s' *Protestbewegungen*, examines the relationship between social critique and political history in the FRG and GDR, respectively, as well as literature and cinema in the aftermath of reunification. Writers to be studied include Koeppen, Frisch, Grass, Kluge, Müller, Bachmann, Wolf, Weiss, Özdamar, and others. Screenings of films by Kluge, Fassbinder, and Akin, among others.

321c - IP. Before and After the Wall: East German Traditions in Literature, Culture, and Film. Fall 2010. Helen Cafferty.

Understanding texts and traditions unique to the culture of the GDR can lead to a greater understanding of discussions about politics and culture in today's united Federal Republic. At the same time literary achievements by East German writers also stand on their own: Readings of works by celebrated East German authors such as Christa Wolf, Heiner Müller, and Jurek Becker, who were acclaimed by both Eastern and Western literary establishments. Addresses popular and important East German films, drawing on the extensive DEFA film collection owned by the College, e.g., *Berlin Ecke Schönhauser* (Kleinert), *Die Legende von Paul und Paula* (Carow), *Solo Sunny* (Wolf), *Jakob der Lügner* (Becker). Literary culture played an important substitute role (Ersatzrolle) in creating discourses about politics and society in the GDR, which muzzled the media and freedom of speech in the attempt to control and manipulate opinion through censorship. Addresses the unique cultural politics (Kulturpolitik) in the GDR by using the popular Liedemacher Wolf Biermann as a case study. Other themes include GDR iterations of anti-fascism and resistance to Nazi persecution, GDR Frauenliteratur, Aufbau des Sozialismus. Additional authors may include Seghers, Plenzdorf, Brasch, Kohlhaase, Braun, Emersleben. Students will have the opportunity to do a final project on a Post-Wende writer or filmmaker who draws upon East German tradition(s).

390–399. Seminar in Aspects of German Literature and Culture. Every spring.

Work in a specific area of German culture not covered in other departmental courses, e.g., individual authors, movements, genres, cultural influences, and historical periods.

390c - IP. Robots, Vamps, and Whores: Women in German Culture and Society, 1880–1989. Fall 2011. Jill Smith.

An examination of gender roles and female sexuality as central controversies of modern German culture. Analyzing nineteenth- and twentieth-century artifacts (works of literature, films, and paintings) from four distinct periods in German history—the *fin-de-siècle*, the Roaring Twenties, the Nazi era, and divided Germany—compares historical and artistic representations of women, particularly those women who push the boundaries of normative sexual and social behavior. A variety of texts will be used to discuss such diverse social phenomena and contested territory as the women's movement/feminism, morality crusades, sexology, prostitution, marriage reform, abortion, and lesbianism. Frequent short writings, several critical interpretive essays, and a final project based upon visual images of women spanning the time periods discussed required. (Same as **Gay and Lesbian Studies 390** and **Gender and Women's Studies 390**.)

[392c - IP. Das deutsche Lustspiel.]

395c - IP. Myths, Modernity, Media. Spring 2014. Birgit Tautz.

Explores the important role that myths have played in German cultural history. While founding myths of Germanic culture (e.g., *Nibelungen*) are considered, focuses especially on myth in relation to fairy tales, legends (including urban legends of the twentieth century), and

borderline genres and motifs (e.g., vampires, witches, automatons), as well as on questions of mythmaking. Examines why modern culture of the twentieth and twenty-first centuries, which seemingly neglects or overcomes myths, heavily engages in mythicization of ideas (e.g., gender roles, the unnatural) and popularizes myths through modern media (film, television, the Internet), locations (e.g., cities) and transnational exchange (Disney; the myth of “the Orient”). Aside from short analytical or interpretive papers aimed at developing critical language skills, students may pursue a creative project (performance of a mythical character, design of a scholarly Web page, writing of a modern fairy tale).

396c - IP. Vienna, 1890–1914. Spring 2011. Steven Cerf.

An examination of representative shorter literary works (i.e., *Novellen*, dramas, poetry, essays, etc.) of such diverse, psychologically oriented authors as Schnitzler, Freud, Hofmannsthal, Trakl, Kraus, and Musil in historical and cultural contexts. Three basic areas explored: (1) how and why turn-of-the-century Vienna became the home of modern psychiatry; (2) the myriad ways in which imaginative writers creatively interacted with leading composers, visual artists, and philosophers of the era; (3) the extent to which such cinematic directors as Ophüls, Reed, and Schlöndorff were able to capture Viennese intellectual and creative vibrancy for the screen.

397c - IP. Global Germany? Spring 2011. Jill Smith.

The fall of the Berlin Wall and the concomitant end of the Cold War ushered in what many cultural critics call “the era of globalization.” An exploration of how contemporary German culture (1990–present) grapples with both the possibilities and uncertainties presented by globalization. Examines a myriad of cultural texts—films, audio plays, dramas, short fiction, novels, photographs, Web sites—as well as mass events (i.e., the Love Parade, the 2006 World Cup) within their political, social, and economic contexts to show how Germany’s troubled past continues to affect the role it plays on the global stage and how its changing demographics—increased urbanization and ethnic diversity—have altered its cultural and literary landscape. Critically considers issues such as migration, terrorism and genocide, sex tourism, the formation of the European Union and the supposed decline of the nation-state. Frequent short writings, participation in debates, and a final research project based upon a relevant topic of individual interest are required.

[398c - IP. Colors: Signs of Ethnic Difference 1800/1900/2000.]

401c–404c. Advanced Independent Study and Honors in German. The Department.

GOVERNMENT AND LEGAL STUDIES

Allen L. Springer, *Department Chair*

Lynne P. Atkinson, *Department Coordinator*

Professors: Paul N. Franco, Janet M. Martin**, Richard E. Morgan, Christian P. Potholm, Allen L. Springer, Jean M. Yarbrough†

Associate Professors: Henry C. W. Laurence (Asian Studies), Michael M. Franz, Laura A. Henry

Assistant Professors: Ericka A. Albaugh, Shelley M. Deane, Jeffrey S. Selinger

Visiting Faculty: Seth N. Jaffe

Lecturers: George S. Isaacson, DeWitt John (Environmental Studies)

Requirements for the Major in Government and Legal Studies

Courses within the department are divided into four fields:

American government: **Government 11, 25, 150, 201, 202, 203, 204, 205, 206, 208, 209, 210, 211, 215, 216, 255, 303, 304, 308, and 309.**

Comparative politics: **Government 18, 19** (same as **Asian Studies 19**), **20** (same as **Asian Studies 20**), **23, 120, 220, 221, 222** (same as **Africana Studies 222**), **223, 224, 225, 226, 228** (same as **Asian Studies 228**), **230, 232** (same as **Asian Studies 282**), **233, 237, 238, 239, 261, 268, 274, 321, 322, 324, 325, 330, 332** (same as **Asian Studies 332**), and **337** (same as **Asian Studies 337**).

Political theory: **Government 12, 24, 26, 28, 240, 241, 242, 243, 244, 245, 246** (same as **Religion 246**), **248, 249, 250, 341, 342, 346, and 347.**

International relations: **Government 10, 11, 18, 20** (same as **Asian Studies 20**), **23, 160, 220, 222** (same as **Africana Studies 222**), **225, 226, 228** (same as **Asian Studies 228**), **233, 237, 238, 260, 261, 263** (same as **Environmental Studies 263**), **265, 268, 270, 274, 321, 324, 325, 330, 337** (same as **Asian Studies 337**), **361, and 363** (same as **Environmental Studies 363**).

Every major is expected to complete an area of concentration in one of these fields.

The major consists of nine courses, no more than two taken at Level A, and no more than one first-year seminar, and distributed as follows:

1. A field of concentration, selected from the above list, in which at least four courses including one Level C course and no more than one Level A course are taken.
2. At least one course in each of the three fields outside the field of concentration. These courses may be at Levels A, B, or C, though only two Level A courses may count toward the major and no more than one of these may be a first-year seminar.
3. **Government 207** (same as **Environmental Studies 207**), **214** (same as **Environmental Studies 202**), **219** (same as **Education 250**), **264** (same as **Environmental Studies 264**), **395** (same as **Environmental Studies 395**), **Environmental Studies 240**, while not fulfilling the requirement for any of the four fields of concentration, can be counted toward the total number of courses required for the major or minor.
4. Students seeking to graduate with honors in government and legal studies must petition the department. Interested students should contact the honors director for specific details. Students must prepare an honors paper, which is normally the product of two semesters of independent study work, and have that paper approved by the department. One semester of independent study work may be counted toward the nine-course departmental requirement and the four-course field concentration. Students who hope to graduate with honors in government and legal studies thus normally must complete at least ten courses in the department.
5. To fulfill the major/minor requirements, a grade of C- or better must be earned in a course. Courses taken on a nongraded basis (Credit/D/Fail) may not be used to fulfill major/minor requirements.

Requirements for the Minor in Government and Legal Studies

A minor in government and legal studies consists of five courses from at least three of the departmental fields. No more than two Level A courses and no more than one first-year seminar may count toward the minor.

LEVEL A COURSES

Introductory Seminars

All introductory seminars are designed to provide an introduction to a particular aspect of government and legal studies. Students are encouraged to analyze and discuss important political concepts and issues, while developing research and writing skills.

Enrollment is limited to sixteen students in each seminar. First-year students are given first priority; sophomores are given second priority. For a description of the following introductory seminars, see First-Year Seminars, pages 147–58.

10b. The Pursuit of Peace. Fall 2010. Allen L. Springer.

11b. The Korean War. Fall 2010. Christian P. Potholm.

12b. Becoming Modern. Fall 2010. Paul N. Franco. (See First-Year Seminar Clusters.)

18b. NGOs in Politics. Spring 2011. Laura A. Henry.

19b. East Asian Politics: Introductory Seminar. Fall 2010. Henry C. W. Laurence. (Same as Asian Studies 19.)

[23b. **Imperialism and Colonialism: Power, Influence, and Inequality in World Politics.**]

[25b. **American Politics: Representation, Participation, and Power.**]

26b. Fundamental Questions: Exercises in Political Theory. Fall 2010. Seth N. Jaffe.

[28b. **Human Being and Citizen.**]

Introductory Lectures

These courses are intended for first-year students and sophomores. Others may take them only with the permission of the instructor.

120b. Introduction to Comparative Government. Spring 2011. Henry C. W. Laurence.

Provides a broad introduction to key concepts in comparative politics. Most generally, asks why states are governed differently, both historically and in contemporary politics. Begins by examining foundational texts, including works by Marx, Smith, and Weber. Surveys subfields within comparative politics (the state, regime types, nations and nationalism, party systems, development, and civil society) to familiarize students with major debates and questions.

150b. Introduction to American Government. Fall 2010. Jeffrey S. Selinger.

Provides a comprehensive overview of the American political process. Specifically, traces the foundations of American government (the Constitution, federalism, civil rights, and civil liberties), its political institutions (Congress, Presidency, courts, and bureaucracy), and its electoral processes (elections, voting, and political parties). Also examines other influences, such as public opinion and the mass media, which fall outside the traditional institutional boundaries, but have an increasingly large effect on political outcomes.

160b. Introduction to International Relations. Fall 2010. Shelley M. Deane.

Provides a broad introduction to the study of international relations. Designed to strike a balance between empirical and historical knowledge and the obligatory theoretical understanding and schools of thought in IR. Designed as an introductory course to familiarize students with no prior background in the subject, and recommended for first- and second-year students intending to take upper-level international relations courses.

LEVEL B COURSES

Level B courses are designed to introduce students to or extend their knowledge of a particular aspect of government and legal studies. The courses range from the more introductory to the more advanced. Students should consult the individual course descriptions regarding any prerequisites.

201b. Law and Society. Spring 2011. Richard E. Morgan.

An examination of the American criminal justice system. Although primary focus is on the constitutional requirements bearing on criminal justice, attention is paid to conflicting strategies on crime control, to police and prison reform, and to the philosophical underpinnings of the criminal law.

[202b. **The American Presidency.**]

203b. Political Parties in the United States. Fall 2010. Jeffrey S. Selinger.

Throughout American political history, parties have been among the most adept institutions at organizing political conflict and, more generally, American political life. In this vein, the role of political parties in the evolution of American politics is discussed. Special attention is given to the present political context, which many characterize as an era of ideologically polarized parties. Explores and challenges this conventional wisdom.

204b. Congress and the Policy Process. Spring 2011. Jeffrey S. Selinger.

An examination of the United States Congress, with a focus on members, leaders, constituent relations, the congressional role in the policy-making process, congressional procedures and their impact on policy outcomes, and executive-congressional relations.

205b. Campaigns and Elections. Fall 2010. Michael M. Franz.

Includes current theories and controversies concerning political campaigns and elections in the United States. Takes advantage of the fact that the class meets during the heart of the 2010 congressional campaigns. Uses concepts from the political science literature on elections to develop insight into the battle over control of Congress. Readings are organized around two themes. First, students are expected to follow journalistic accounts of the fall campaigns closely. A second set of readings introduces political science literature on campaigns and elections. These readings touch upon a wide range of themes, including campaign finance, voting behavior, polling, media strategy, incumbency and coat-tail effects, the Electoral College, and trends in partisan realignment.

[206b. **Public Policy in the United States.**]

207b. Building Healthy Communities. Spring 2011. DeWitt John.

Examines efforts by communities and regions to build strong local economies, safeguard important environmental values, protect public health, and address issues of economic and social justice. In many communities, metropolitan areas, and rural regions, state and local government officials work with other leaders to set ambitious goals for economic and environmental sustainability and to develop specific plans for sustainable development. These efforts cross political, institutional, and sectoral barriers, thus challenging and sometimes re-shaping state and local politics as well as American federalism. Examines how local leaders can work in complex settings to set goals and mobilize federal, private, and nonprofit resources to achieve specific, cross-cutting objectives. (Same as **Environmental Studies 207.**)

Prerequisite: One course in environmental studies or government.

[208b. **Mass Media and American Politics.**]

[209b. **Introduction to Political Behavior.**]

210b. Constitutional Law I. Every fall. Fall 2010. Richard E. Morgan.

Examines the development of American constitutionalism, the power of judicial review, federalism, and separation of powers.

211b. Constitutional Law II: Civil Rights and Liberties. Every spring. Spring 2011. Richard E. Morgan.

Examines questions arising under the First and Fourteenth Amendments.

Prerequisite: **Government 210.**

216b. Maine Politics. Fall 2010. Christian P. Potholm.

An analysis of politics in the state of Maine since World War II. Subjects covered include the dynamics of Republican and Democratic rivalries and the efficacy of the Independent voter, the rise of the Green and Reform parties, the growing importance of ballot measure initiatives, and the interaction of ethnicity and politics in the Pine Tree State. An analysis of key precincts and Maine voting paradigms is included, as well as a look at the efficacy of such phenomena as the north/south geographic split, the environmental movement, and the impact of such interest groups as SAM and the Roman Catholic Church. Students are expected to follow contemporary political events on a regular basis.

219c. Education and Law. Every other year. Fall 2011. George S. Isaacson.

A study of the impact of the American legal system on the functioning of schools in the United States through an examination of Supreme Court decisions and federal legislation. Analyzes the public policy considerations that underlie court decisions in the field of education and considers how those judicial interests may differ from the concerns of school boards, administrators, and teachers. Issues to be discussed include constitutional and statutory developments affecting schools in such areas as free speech, sex discrimination, religious objections to compulsory education, race relations, teachers' rights, school financing, and education of the handicapped. (Same as **Education 250.**)

220b. The Politics of Development: Poverty, Prosperity, and Political Change. Fall 2010. Ericka A. Albaugh.

Examines the meaning of development from economic and political perspectives. Considers various theories and practices of development that have been applied to newly independent states in Asia, Latin America, and Africa. Investigates why trajectories of economic growth and political stability have been so uneven in different regions of the world. Incorporates views from both external and internal actors on issues such as foreign aid, multilateral institutions, good governance, and democratic participation.

[221b. **Division and Consensus: The Government and Politics of Ireland.**]

222b. Politics and Societies in Africa. Spring 2011. Ericka A. Albaugh.

Surveys societies and politics in sub-Saharan Africa, seeking to understand the sources of current conditions and the prospects for political stability and economic growth. Looks briefly at pre-colonial society and colonial influence on state-construction in Africa, and concentrates on three broad phases in Africa's contemporary political development: (1) independence and consolidation of authoritarian rule; (2) economic decline and challenges to authoritarianism;

(3) democratization and civil conflict. Presumes no prior knowledge of the region. (Same as *Africana Studies 222*.)

[224b. **West European Politics.**]

225b - IP. The Politics of the European Union. Spring 2011. Laura A. Henry.

Explores the historical foundations, scope, and consequences of European political and economic integration since 1951. Examines how the European Union's supranational political institutions, law, and policies have developed and how they affect the domestic politics of member states. Considers challenges faced by the European Union: enlargement to include Eastern European members, the loss of national sovereignty and the "democratic deficit," the creation of a European identity, and the development of a coordinated foreign policy.

226b. Government and Politics of the Middle East. Fall 2010. Shelley M. Deane.

A study of the politics of the Middle East region. Begins with a history of the region, focusing on the period since the end of World War I and the collapse of the Ottoman Empire. Proceeds to examine a number of topics of importance in the contemporary politics of the region. Some of the major topics addressed are colonialism and its legacy; nationalism; religion and politics; authoritarianism, democratization, and civil society; ethnicity and sectarianism; regional security and the role of outside powers. Presumes no previous knowledge of the region.

230b. Post-Communist Russian Politics and Society. Fall 2010. Laura A. Henry.

Explores the most dramatic political event of the twentieth century: the collapse of Soviet communism and its political aftermath. Begins by examining the Soviet system and the political and social upheaval of the late Soviet period. Proceeds to investigate the challenges of contemporary Russian politics, including ambivalence about political and economic liberalization, the changing nature of executive power, the demographic crisis, and efforts to regain superpower status. Comparisons are made with other countries in the post-Communist region.

232b - ESD, IP. Japanese Politics and Society. Fall 2010 and 2011. Henry C. W. Laurence.

Comprehensive overview of modern Japanese politics in historical, social, and cultural context. Analyzes the electoral dominance of the Liberal Democratic Party, the nature of democratic politics, and the rise and fall of the economy. Other topics include the status of women and ethnic minorities, education, war guilt, nationalism, and the role of the media. (Same as *Asian Studies 282*.)

233b. Advanced Comparative Politics: Government, War, and Society. Every spring. Spring 2011. Christian P. Potholm.

An examination of the forces and processes by which governments and societies approach and wage or avoid wars. The theories and practices of warfare of various political systems will be analyzed and particular attention will be paid to the interface where politics, society, and the military come together under governmental auspices in various comparative contexts. Specific examples from Africa, Asia, Europe, and North America are examined.

237b. The Politics of Ethnicity: Construction and Mobilization of Ethnic Identity Claims. Fall 2010. Ericka A. Albaugh.

Ethnicity is a crucial dividing line in most societies. Attempts to understand what ethnicity is, when it is mobilized peacefully and when it ignites violence, and what political tools exist to moderate these conflicts. Explores first the various definitions of ethnicity and theories of ethnic identity formation; then studies the different explanations for why ethnic divisions inspire

conflict within societies and evaluates possible means of mitigating violence. Draws on case studies from around the world, particularly those in Africa and Asia.

[238b. The Politics of East Central Europe.]

239b. Comparative Constitutional Law. Fall 2010. George S. Isaacson.

A comparative examination of constitutional principles and constitutional processes in democratic and non-democratic countries. Explores the roles that constitutions play in shaping civil society and defining the relationship between governments and the people they govern. Compares American constitutional law with that of other nations to scrutinize alternative models of governance, and to gain new perspectives regarding the legal foundations for the protection of individual rights. Special attention given to the constitutions of Canada, India, Germany, South Africa, Israel, and the People's Republic of China, along with that of the United States. Structural issues include consideration of executive-legislative separation of powers, constitutional courts, federalism, and church-state relations. Discusses arguments in favor of and against a written Bill of Rights, as well as such specific issues as emergency powers, political dissent, hate speech, religious belief, reproductive choice, racial and gender discrimination, public welfare, privacy, and police investigative authority.

240b. Classical Political Philosophy. Fall 2010. Paul N. Franco.

A survey of classical political philosophy focusing on four major works: Thucydides' *History of the Peloponnesian War*, Plato's *Republic*, Aristotle's *Politics*, and St. Augustine's *City of God*. Examines ancient Greek and early Christian reflections on human nature, justice, the best regime, the relationship of the individual to the political community, the relationship of philosophy to politics, democracy, education, religion, and international relations.

241b. Modern Political Philosophy. Spring 2011. Paul N. Franco.

A survey of modern political philosophy from Machiavelli to Mill. Examines the overthrow of the classical horizon, the movement of human will and freedom to the center of political thought, the idea of the social contract, the origin and meaning of rights, the relationship between freedom and equality, the role of democracy, and the replacement of nature by history as the source of human meaning. Authors may include Machiavelli, Hobbes, Locke, Hume, Rousseau, Kant, Hegel, and Mill.

243b. Might and Right among Nations. Spring 2011. Seth N. Jaffe.

Anchored by a reading of Thucydides' *History of the Peloponnesian War*, an examination of justice among nations, focusing on the relationship between justice and necessity in the work of ancient and modern authors. Explores the question of whether international justice is genuine or largely spurious, the extent to which nations are bound to consider the good of other nations, to what extent it is reasonable to expect them to do so, as well as the prospects for a just international order. Readings will include Walzer and Thucydides and may include Cicero, Aquinas, Machiavelli, Grotius, Montesquieu, and Kant.

244b. Liberalism and Its Critics. Fall 2010. Seth N. Jaffe.

An examination of liberal democratic doctrine and of religious, cultural, and radical criticisms of it in the eighteenth and nineteenth centuries. Authors may include Locke, Kant, Burke, Tocqueville, Mill, Marx, and Nietzsche.

[245b. Contemporary Political Philosophy.]

[249b. Eros and Politics.]

250b. American Political Thought. Spring 2011. Seth N. Jaffe.

Examines the political thought of American statesmen and writers from the founding to the twentieth century, with special emphasis on three pivotal moments: the Founding, the Crisis of the House Divided, and the growth of the modern welfare state. Readings include the *Federalist Papers*, the Anti-federalists, Jefferson and Hamilton, Calhoun, Lincoln, William Graham Sumner, the Progressives, Franklin Delano Roosevelt, and contemporary thinkers on both the right and the left.

[255b. Quantitative Analysis in Political Science.]

260b. International Law. Fall 2010. Allen L. Springer.

The modern state system, the role of law in its operation, the principles and practices that have developed, and the problems involved in their application.

[261b. International Security.]

263b. International Environmental Policy. Spring 2011. Allen L. Springer.

Examines the political, legal, and institutional dimension of international efforts to protect the environment. Problems discussed include transboundary and marine pollution, maintaining biodiversity, and global climate change. (Same as **Environmental Studies 263**.)

[264b. Energy, Climate, and Air Quality. (Same as **Environmental Studies 264**.)]

[265b. International Political Economy.]

268b. Bridging Divisions: Ethnonational Conflict Regulation. Spring 2011. Shelley M. Deane.

Aims to consider the devices used for the regulation of national and ethnic conflicts. Seeks to provide students with an understanding of the tools available to states and policymakers to regulate conflict through an examination of divided territories and societies such as Yugoslavia, Northern Ireland, Israel-Palestine, Cyprus, Lebanon, and Rwanda. Considers the definitional and theoretical controversies associated with the conflict regulation and resolution literature.

[270b. United States Foreign Policy.]

[274b. Arctic Politics.]

291b–294b. Intermediate Independent Study in Government. The Department.

LEVEL C COURSES

Level C courses provide seniors and juniors with appropriate background the opportunity to do advanced work within a specific subfield. Enrollment is limited to fifteen students in each seminar. Priority is given to senior majors, then junior majors, particularly those with a concentration in the subfield. Sophomores may enroll with permission of the instructor. These courses are not open to first-year students.

303b. The Law and Politics of Freedom of Speech. Fall 2010. Richard E. Morgan.

While focusing primarily on American material, students have the option of choosing speech controversies in other polities as the subject of their seminar papers.

304b. Advanced Seminar in American Politics: Presidential-Congressional Relations. Fall 2010. Janet M. Martin.

Examines presidential-congressional relations through a number of perspectives, including use of historical, quantitative, and institutional analyses. Readings consider the relationship between the executive branch and Congress in both the domestic arena (including regulatory and budgetary policy) and in the area of foreign and defense policy.

308b. Money and Politics. Spring 2011. Michael M. Franz.

Considers the historical and contemporary relationship between money and government. In what ways have moneyed interests always had distinctive influences on American politics? Does this threaten the vibrancy of our representative democracy? Are recent controversies over campaign finance reform and lobbying reform signs that American government is in trouble? Reading, writing, and discussion intensive, considers the large academic literature on this subject, as well as the reflections of journalists and political practitioners, with the overall goal of understanding the money/politics relationship in ways that facilitate the evaluation of American democracy.

309b. American Political Development. Spring 2011. Jeffrey S. Selinger.

Examines how the United States developed from a modest, agrarian republic into a “modern,” mass democracy. How have the forces often associated with the process of modernization (e.g., the expansion of commerce and new media, the growth of industry, the rise of a welfare and regulatory state) changed the shape of America’s representative institutions and the nature of American political culture? Readings focus on the development of the electoral system, the emergence of a “modern” bureaucratic establishment, and the rise of the presidency as the focal point of party politics. Discussion will examine how these and other developments have shaped America’s liberal democratic values and transformed its political institutions.

321b. Social Protest and Political Change. Fall 2010. Laura A. Henry.

Analyzes the role of social protest in generating political change on issues such as civil rights, environmentalism, women’s rights, indigenous rights, and globalization. Begins by considering different theoretical approaches to understanding the emergence and effectiveness of social movements and non-governmental organizations. Then engages in comparative analysis of social protest in Europe, the United States, Latin America, and elsewhere, paying particular attention to the advantages and risks of the increasingly transnational nature of social activism.

[324b. Post-Communist Pathways.]

325b. State-Building in Comparative Perspective. Spring 2011. Ericka A. Albaugh.

States form the foundation of modern politics. Comparative government explores their variation; international relations examine their interaction. States can be instruments of oppression or engines of progress, and recent scholarship has focused on their strength, weakness, and failure. This capstone course explores the processes that produced the early modern state in Europe, then looks at more recent attempts to replicate state development in Latin America, Asia, the Middle East, and Africa. The role of war in state formation and the subject of citizenship receive particular attention.

330b. Ending Civil Wars. Spring 2011. Shelley M. Deane.

Considers the means and mechanisms adopted to end civil wars. Examines the nature of post-conflict transformation and negotiated settlements. As wars end, peace settlements are varied and complex, often negotiated and agreed, sometimes imposed. Considers associated issues of

insecurity, the nature of the settlement reached, the problems of implementation, and third party intervention, along with the dilemmas associated with peacekeeping and enforcement. The transition from war to settlement implementation is considered theoretically and empirically. Historical and contemporary civil wars selected from every continent illuminate the theoretical imperatives associated with implementing peace agreements.

332b. Advanced Seminar in Japanese Politics. Spring 2012. Henry C. W. Laurence.

Analyzes the political, social, and cultural underpinnings of modern politics, and asks how democracy works in Japan compared with other countries. Explores how Japan has achieved stunning material prosperity while maintaining among the best healthcare and education systems in the world, high levels of income equality, and low levels of crime. Students are also instructed in conducting independent research on topics of their own choosing. (Same as **Asian Studies 332.**)

Prerequisite: **Asian Studies 282** (same as **Government 232**).

337b. Advanced Seminar in Democracy and Development in Asia. Spring 2011. Henry C. W. Laurence.

Examines development from a variety of political, economic, moral, and cultural perspectives. Is democracy a luxury that poor countries cannot afford? Are authoritarian governments better at promoting economic growth than democracies? Does prosperity lead to democratization? Are democratic values and human rights universal, or culturally specific? Emphasis on Japan, China, India, and the Koreas. (Same as **Asian Studies 337.**)

[**341b. Advanced Seminar in Political Theory: Tocqueville.**]

342b. Advanced Seminar in Political Theory: Jean-Jacques Rousseau. Spring 2011. Paul N. Franco.

An examination of the multifaceted and revolutionary thought of Jean-Jacques Rousseau, including his critique of the Enlightenment, his rejection of classical liberalism, his defense of democracy, his relationship to the French Revolution, his contribution to Romanticism, and his views on freedom, equality, education, religion, art, economics, the family, love, and the self.

Prerequisite: One of the following: **Government 12, 24, 26, 28, 240, 241, 242, 244, 245, 246, 248, 249, 250, 341, 346,** or **347**; or permission of the instructor.

[**346b. Nietzsche.**]

361b. Advanced Seminar in International Relations: Conflict Simulation and Conflict Resolution. Spring 2011. Christian P. Potholm.

An upper-level interdisciplinary seminar on the nature of both international and national conflict. A variety of contexts and influence vectors are examined and students are encouraged to look at the ways conflicts can be solved short of actual warfare, as well as by it.

363b. Advanced Seminar in International Relations: Law, Politics, and the Search for Justice. Spring 2011. Allen L. Springer.

Examines the complex relationship between law and policy in international relations by focusing on two important and rapidly developing areas of international concern: environmental protection and humanitarian rights. Fulfills the environmental studies senior seminar requirement. (Same as **Environmental Studies 363.**)

Prerequisite: **Government 260, 261,** or **263,** or permission of the instructor.

395b. Advanced Seminar in Environmental Policy and Politics. Fall 2010. DeWitt John.

Examines a complex current environmental issue in depth. Explores the underlying social, economic, scientific, and cultural dimensions of the issue; reviews how this and related issues have been addressed so far by state and local governments as well as by the federal government; analyzes current policy-making efforts; and suggests lessons from this policy area about the capacity of public institutions to deal effectively with complex issues. Equal attention given to the substance of public policy, the political process, and implementation of past and proposed policies. Focuses primarily on the United States but will consider experiences in other nations as points of comparison and also any relevant international dimensions of the issue. (Same as **Environmental Studies 395**.)

Prerequisite: One course in environmental studies or government, or permission of the instructor.

401b–404b. Advanced Independent Study and Honors in Government. The Department.

HISTORY

Patrick J. Rael, *Department Chair*

Josephine C. Johnson, *Department Coordinator*

Professors: Thomas Conlan (Asian Studies), Olufemi Vaughan (Africana Studies), Allen Wells

Associate Professors: Dallas G. Denery II, David Gordon, K. Page Herrlinger, Matthew Klingler (Environmental Studies), Sarah F. McMahon, Patrick J. Rael, Susan L. Tananbaum

Assistant Professors: Connie Y. Chiang (Environmental Studies), David Hecht, Rachel L. Sturman (Asian Studies)

Instructor: Lawrence L. C. Zhang (Asian Studies)

Requirements for the Major in History

The departmental offerings are divided into the following fields: Africa, East Asia, Europe, Latin America, South Asia, and the United States. Students may, with departmental approval, define fields that differ from those specified above.

The major consists of ten courses, distributed as follows:

1. A primary field of concentration, selected from the above list, in which at least four and no more than five courses are taken. No more than five courses in any region will count toward the major. At least one of the courses in the field of concentration must be a 300-level seminar or a 400-level advanced independent study taken at Bowdoin.
2. One intermediate seminar in any field of history, to be taken at Bowdoin, preferably by the end of the sophomore year. It is recommended that students complete at least one 200-level course prior to taking an intermediate seminar.
3. At least three courses taken from two of the following fields: Africa, East Asia, Latin America, or South Asia.
4. One pre-modern course.
5. No more than two courses numbered below **200** can be counted toward the major; these must be taken prior to the junior year. No more than one such course can count toward the field of concentration.

6. Students must obtain a minimum course grade of C- to receive credit toward the major.
7. Students may not count Credit/D/Fail courses toward the major.
8. Students participating in off-campus study may count no more than one history course per semester toward the history major. In exceptional cases, students may petition to receive credit for more than one course per semester toward the history major. In all cases, a maximum of three history courses taken away from Bowdoin can count toward the history major, but no more than two can count toward the field of concentration.

The program chosen to meet the requirements for the major in history must be approved by a departmental advisor. Before electing to major in history, a student should have completed or have in progress at least two college-level courses in history. In consultation with the departmental advisor, a student should plan a program that begins at either the introductory or the intermediate level and progresses to the advanced level.

With departmental approval, a student may receive credit toward the history major for college-level work in history at other institutions. This work may represent fields other than those that are available at Bowdoin. In the sophomore year, a student who anticipates study away from Bowdoin should discuss with the departmental advisor a plan for the history major that includes work at Bowdoin and elsewhere.

All history majors seeking departmental honors are required to enroll in two semesters of the Honors Program (**History 451, 452**). Its primary requirement is the research and writing of the honors thesis. To be eligible to register for Honors, a student must have the equivalent of a B+ average in courses taken in the department and the approval of a thesis advisor.

History majors are encouraged to develop competence in one or more foreign languages and to use this competence in their historical reading and research. Knowledge of a foreign language is particularly important for students planning graduate work.

Requirements for the Minor in History

The minor consists of five courses. Three courses are to be taken in one field of concentration and two in a subsidiary field; both fields should be chosen from the list specified by the department for a major. Students may not count Credit/D/Fail courses toward the minor. Students participating in off-campus study may count no more than two history courses toward the history minor. This must be approved by a departmental advisor.

Curriculum

Although first-year seminars and 100-level courses are designed as introductory courses for students who have not taken college-level courses in history, first-year students and all non-majors may also enroll in any lecture course numbered **200–289**.

Intermediate seminars, listed beginning on page 196, are not open to first-year students. Most of these seminars have a prerequisite of one history course.

Advanced seminars or Problems Courses, listed beginning on page 202, are open to history majors and minors and to other juniors and seniors with sufficient background in the discipline.

First-Year Seminars

The following seminars, designed for first-year students, are introductory in nature. They do not assume that students have a background in the period or the area of the particular seminar topic. The seminars introduce students to the study of historical methods, the examination of

particular questions of historical inquiry, and the development of analytical skills in reading and writing. The seminars are based on extensive reading, class discussion, and multiple short, critical essays. Enrollment is limited to sixteen students in each seminar.

For a full description of first-year seminars, see pages 147–58.

[10c. **Monsters, Marvels, and Messiahs: Europe during the Age of Discovery.**]

12c. Utopia: Intentional Communities in America, 1630–1997. Fall 2010 and Fall 2012. Sarah McMahon.

13c. Living in the Sixteenth Century. Fall 2010. Thomas D. Conlan. (Same as **Asian Studies 11.**)

[14c. **The Nuclear Age.**]

[15c. **Frontier Crossings: The Western Experience in American History.** (Same as **Environmental Studies 15.**)]

16c. From Montezuma to Bin Laden: Globalization and Its Critics. Spring 2011. David Gordon. (Same as **Africana Studies 13.**)

[19c. **Bad Girls of the 1950s.** (Same as **Gender and Women's Studies 21.**)]

20c. In Sickness and in Health: Public Health in Europe and the United States. Fall 2010. Susan Tananbaum. (Same as **Gender and Women's Studies 20.**)

[25c. **The Civil War in Film.** (Same as **Africana Studies 25.**)]

26c. Globalizing India. Fall 2010. Rachel Sturman. (Same as **Asian Studies 26.**)

Introductory, Intermediate, and Advanced Courses

For intermediate seminars **203, 210, 216, 217, 222, 229, 239, 240, 241, 247, 249, 253, 254, 269, 270, 271, 279, 285, 286,** and advanced problems courses, see pages 202–04.

60c. Introduction to Historical Writing. Fall 2010. Patrick Rael.

Focuses on skills necessary for analytic and critical writing, with special attention to drafting and revision of student essays. Provides practice in basic research and analytical skills required for working in history (and to a lesser degree other social sciences and humanities), and addresses basic grammar problems frequently encountered in college-level essays. Does not count toward the major or minor in history.

Prerequisite: Permission of the instructor.

110c. Medieval, Renaissance, and Reformation Europe. Spring 2011. Dallas Denery.

Introductory-level lecture. A wide-ranging introduction to pre-modern European history beginning with the reign of the Roman Emperor Constantine (c. 272–337) and concluding with the Council of Trent (1545–1563). Particular attention is paid to the varying relations between church and state, the birth of urban culture and economy, institutional and popular religious movements, and the early formation of nation states.

Note: This course fulfills the pre-modern requirement for history majors.

125c - ESD, IP. Entering Modernity: European Jewry. Spring 2011. Susan L. Tananbaum.

Explores Jewish life through the lenses of history, religion, and ethnicity and examines the processes by which governments and sections of the Jewish community attempted to incorporate Jews and Judaism into European society. Surveys social and economic

transformations of Jews, cultural challenges of modernity, varieties of modern Jewish religious expression, political ideologies, the Holocaust, establishment of Israel, and American Jewry through primary and secondary sources, lectures, films, and class discussions. (Same as **Religion 125**.)

126c - ESD. The Making of Modern Europe, 1848–1918. Spring 2011. Page Herrlinger.

Technological innovations of the nineteenth-century Industrial Revolution brought about dramatic transformations in virtually every sphere of European life, resulting in the birth of the modern mass society in which we still live today. Explores the European fascination with industrial “progress,” along with the possibilities it promised and the many new questions and problems that it raised. Concludes with an extensive examination of the First World War, which demonstrated not only the awesome power brought to man through modern technology, but also the equally awesome responsibilities that came along with it.

139c. The Civil War Era. Fall 2011. Patrick Rael.

Examines the coming of the Civil War and the war itself in all its aspects. Considers the impact of changes in American society, the sectional crisis and breakdown of the party system, the practice of Civil War warfare, and social ramifications of the conflict. Includes readings of novels and viewing of films. Students are expected to enter with a basic knowledge of American history, and a commitment to participating in large class discussions. (Same as **Africana Studies 139**.)

140c. War and Society. Fall 2010. Patrick Rael.

Explores the nature of warfare from the fifteenth century to the present. The central premise is that war is a reflection of the societies and cultures that wage it. This notion is tested by examining the development of war-making in Europe and the Americas from the period before the emergence of modern states, through the great period of state formation and nation building, to the present era, when the power of states to wage war in the traditional manner seems seriously undermined. Throughout, emphasis is placed on contact between European and non-European peoples. Students are required to view films every week outside of class.

201c - ESD. History of Ancient Greece: Bronze Age to the Death of Alexander. Fall 2011. Robert Sobak.

Surveys the history of Greek-speaking peoples from the Bronze Age (c. 3000–1100 B.C.E.) to the death of Alexander the Great in 323 B.C.E. Traces the political, economic, social, religious, and cultural developments of the Greeks in the broader context of the Mediterranean world. Topics include the institution of the *polis* (city-state); hoplite warfare; Greek colonization; the origins of Greek “science,” philosophy, and rhetoric; and fifth-century Athenian democracy and imperialism. Necessarily focuses on Athens and Sparta, but attention is also given to the variety of social and political structures found in different Greek communities. Special attention is given to examining and attempting to understand the distinctively Greek outlook in regard to gender, the relationship between human and divine, freedom, and the divisions between Greeks and barbarians (non-Greeks). A variety of sources—literary, epigraphical, archaeological—are presented, and students learn how to use them as historical documents. (Same as **Classics 211**.)

Note: This course fulfills the pre-modern requirement for history majors.

202c. Ancient Rome. Fall 2010. Michael Nerdahl.

Surveys the history of Rome from its beginnings to the fourth century A.D. Considers the political, economic, religious, social, and cultural developments of the Romans in the

context of Rome's growth from a small settlement in central Italy to the dominant power in the Mediterranean world. Special attention is given to such topics as urbanism, imperialism, the influence of Greek culture and law, and multi-culturalism. Introduces different types of sources—literary, epigraphical, archaeological, etc.—for use as historical documents. (Same as **Classics 212.**)

Note: This course fulfills the pre-modern requirement for history majors.

[204c. Science, Magic, and Religion. (Same as **Religion 204.**)]

205c - ESD. A History of the Body. Fall 2010. Dallas Denery.

Intermediate level lecture. Examines changing conceptions of the body and gender from early Christianity through the Baroque. Special attention is paid to the cult of relics, bodily practices in Catholic and Reformed Christianity, the body of God, and the body as object of scientific investigation. Some background in classical, pre-modern, or early modern European history preferred.

Note: This course fulfills the pre-modern requirement for history majors.

206c. Immorality and Political Revolution in Ancient Rome. Spring 2011. Michael Nerdahl.

Ancient historians of Rome felt that an odd and retrospectively predictable malaise infected the Roman Republic after the great victory over Hannibal and the forces of Carthage. Commonly, the historians relate a growing immorality stemming from a continued distancing from the traditional form of "Roman-ness." This corrupting immorality is used to explain the process through which the stolid Roman Republic collapses through Civil War and eventually transforms into a monarchy. Examines in detail the historical-literary context of these post-Punic War years. Analyzes both the narrative of Rome's transition from Republic to Principate and the events themselves to reveal what connection, if any, there is between how the ancients saw the Republic decline and the actual historical causes, and what lessons can be applied to the crises of the modern world, and America in particular. (Same as **Classics 225.**)

[212c - ESD, IP. "China among Equals": History from Song to Ming, 950–1644. (Same as **Asian Studies 272.**)]

[214c - ESD, IP. City and Country in Roman Culture. (Same as **Classics 224.**)]

218c - ESD, IP. The History of Russia, 1825–1936. Fall 2011. Page Herrlinger.

Examines major transformations in Russian society, culture, and politics from 1825 to 1936. Among topics explored through novels, autobiographies, film, and other primary documents are life in "Old Regime" Russia, attempts at reform and modernization in the late nineteenth century, the rise of the revolutionary movement and the Revolutions of 1905 and 1917, the building of socialism under the Bolsheviks, and the making of the modern "Soviet system" under Stalin.

219c - ESD, IP. Russia's Twentieth Century: Revolution and Beyond. Fall 2010. Page Herrlinger.

Examines major transformations in Russian society, culture, and politics from the Revolutions of 1917 through the fall of the Soviet Empire in 1991. Topics include the building of socialist society under Lenin and Stalin, the political Terror of the 1930s and the expansion of the Gulag system, the experience of World War II, Soviet influence in Central Asia and Eastern Europe, attempts at de-Stalinization under Khrushchev, everyday life under "developed socialism," the

period of “glasnost” and “perestroika” under Gorbachev, and the problems of de-Sovietization in the early 1990s.

[220c - ESD. **History of the Holocaust.**]

221c - IP. History of England, 1485–1688. Spring 2012. Susan Tananbaum.

A survey of the political, cultural, religious, social, and economic history of early modern England, from the reign of Henry VII, the first Tudor ruler, to the outbreak of the Glorious Revolution. Topics include the Tudor and Stuart Monarchs, the Elizabethan Settlement, the English Civil War, Oliver Cromwell, and the Restoration.

Note: This course fulfills the pre-modern requirement for history majors.

223c - IP. Modern Britain, 1837 to the 1990s. Fall 2010. Susan Tananbaum.

A social history of modern Britain from the rise of urban industrial society in the early nineteenth century to the present. Topics include the impact of the industrial revolution, acculturation of the working classes, the impact of liberalism, the reform movement, and Victorian society. Concludes with an analysis of the domestic impact of the world wars and of contemporary society.

[227c - IP. **City and Landscape in Modern Europe.** (Same as **Environmental Studies 227.**)]

228c. Civil Rights and Black Power Movements in the Making of Modern America. Fall 2010. Brian Purnell.

Examines the political activism, cultural expressions, and intellectual history that gave rise to a modern Black freedom movement, and that movement’s impact on the broader American (and international) society. Students study the emergence of community organizing traditions in the southern black belt as well as postwar black activism in U.S. cities; the role the federal government played in advancing civil rights legislation; the internationalism of African American activism; and the relationship between black culture, aesthetics, and movement politics. The study of women and gender is a central component. Using biographies, speeches, and community and organization studies, students will analyze the lives and contributions of Martin Luther King Jr., Ella Baker, Septima Clark, Malcolm X, Stokely Carmichael, Angela Davis, Huey Newton, and Fannie Lou Hamer, among others. Closely examines the legacies of the modern Black freedom movement: the expansion of the Black middle class, controversies over affirmative action, and the rise of Black elected officials. (Same as **Africana Studies 240.**)

[230c - ESD. **Evolution in America.** (Same as **Africana Studies 229.**)]

231c - ESD. Social History of Colonial America, 1607–1763. Spring 2013. Sarah McMahon.

A social history of the founding and growth of the colonies in British North America. Explores the difficulties of creating a new society, economy, polity, and culture in an unfamiliar and already inhabited environment; the effects of diverse and often conflicting goals and expectations on the early settlement and development of the colonies; the gradual adaptations and changes in European, Native American, and African cultures, and their separate, combined, and often contested contributions to a new “provincial,” increasingly stratified (both socially and economically), and regionally disparate culture; and the later problems of maturity and stability as the thirteen colonies began to outgrow the British imperial system and become a new “American” society.

Note: This course fulfills the pre-modern requirement for history majors.

232c - ESD. History of the American West. Fall 2011. Connie Chiang.

Survey of what came to be called the Western United States from the nineteenth century to the present. Topics include Euro-American relations with Native Americans; the expansion and growth of the federal government into the West; the exploitation of natural resources; the creation of borders and national identities; race, class, and gender relations; the influence of immigration and emigration; violence and criminality; cities and suburbs; and the enduring persistence of the “frontier” myth in American culture. Students write several papers and engage in weekly discussion based upon primary and secondary documents, art, literature, and film. (Same as **Environmental Studies 232**.)

233c - ESD. American Society in the New Nation, 1763–1840. Fall 2010. Sarah McMahon.

A social history of the United States from the Revolution to the Age of Jackson. Topics include the various social, economic, cultural, and ideological roots of the movement for American independence; the struggle to determine the scope of the Constitution and the political shape of the new republic; the emergence of and contest over a new social and cultural order and the nature of American “identity”; and the diverging social, economic, and political histories of regions (North, South, and trans-Appalachian West) and peoples in the early to mid-nineteenth century. Topics include urbanization, industrialization, and the development of new forms of social organization in the North; religion and the Second Great Awakening; the westward expansion of the nation into areas already occupied; the southern plantation economy and slave communities; and the growth of the reform impulse in Jacksonian America.

234c - ESD. Lawn Boy Meets Valley Girl: Gender and the Suburbs. Fall 2010. Jennifer Scanlon.

The suburbs, where the majority of the nation’s residents live, have been alternately praised as the most visible sign of the American dream and vilified as the vapid core of homogeneous Middle America. How did the “burbs” come about, and what is their significance in American life? Begins with the history of the suburbs from the mid-nineteenth century to the post-World War II period, exploring the suburb as part of the process of national urbanization. Then explores more contemporary cultural representations of the suburbs in popular television, film, and fiction. Particular attention paid to gender, race, and consumer culture as influences in the development of suburban life. (Same as **Gender and Women’s Studies 235**.)

235c - ESD. Borderlands and Empires in Early North America. Fall 2010. Matthew Klinge.

Survey of the making of North America from initial contact between Europeans and Africans and Native Americans to the creation of the continent’s three largest nations by the mid-nineteenth century: Canada, Mexico, and the United States. Topics include the history of Native populations before and after contact; geopolitical and imperial rivalries that propelled European conquests of the Americas; evolution of free and coerced labor systems; environmental transformations of the continent’s diverse landscapes and peoples; formation of colonial settler societies; and the emergence of distinct national identities and cultures in former European colonies. Students write several papers and engage in weekly discussion based upon primary and secondary documents, art, literature, and material culture. (Same as **Environmental Studies 235** and **Latin American Studies 236**.)

236c - ESD. The History of African Americans, 1619–1865. Spring 2012. Patrick Rael.

Examines the history of African Americans from the origins of slavery in America through the death of slavery during the Civil War. Explores a wide range of topics, including the establishment of slavery in colonial America, the emergence of plantation society, control and

resistance on the plantation, the culture and family structure of enslaved African Americans, free black communities, and the coming of the Civil War and the death of slavery. (Same as **Africana Studies 236**.)

237c - ESD. The History of African Americans from 1865 to the Present. Spring 2011. Patrick Rael.

Explores the history of African Americans from the end of the Civil War to the present. Issues include the promises and failures of Reconstruction, the Jim Crow era, black leadership and protest institutions, African American cultural styles, industrialization and urbanization, the world wars, the Civil Rights Movement, and conservative retrenchment. (Same as **Africana Studies 237**.)

242c - ESD. Environment and Culture in North American History. Every year. Spring 2011. Matthew Klinge.

Explores relationships between ideas of nature, human transformations of the environment, and the effect of the physical environment upon humans through time in North America. Topics include the “Columbian exchange” and colonialism; links between ecological change and race, class, and gender relations; the role of science and technology; literary and artistic perspectives of “nature”; agriculture, industrialization, and urbanization; and the rise of modern environmentalism. Assignments include a research-based service learning term project. (Same as **Environmental Studies 203**.)

Prerequisite: **Environmental Studies 101** or permission of the instructor.

244c - VPA. City, Anti-City, and Utopia: Building Urban America. Spring 2011. Jill Pearlman.

Explores the evolution of the American city from the beginning of industrialization to the present age of mass communications. Focuses on the underlying explanations for the American city’s physical form by examining cultural values, technological advancement, aesthetic theories, and social structure. Major figures, places, and schemes in the areas of urban design and architecture, social criticism, and reform are considered. (Same as **Environmental Studies 244**.)

246c - ESD. Women in American History, 1600–1900. Spring 2011. Sarah McMahon.

A social history of American women from the colonial period through the nineteenth century. Examines women’s changing roles in both public and private spheres; the circumstances of women’s lives as these were shaped by class, ethnic, and racial differences; the recurring conflict between the ideals of womanhood and the realities of women’s experience; and focuses on family responsibilities, paid and unpaid work, religion, education, reform, women’s rights, and feminism. (Same as **Gender and Women’s Studies 251**.)

248c - ESD. Family and Community in American History, 1600–1900. Fall 2012. Sarah McMahon.

Examines the social, economic, and cultural history of American families from 1600 to 1900, and the changing relationship between families and their kinship networks, communities, and the larger society. Topics include gender relationships; racial, ethnic, cultural, and class variations in family and community ideals, structures, and functions; the purpose and expectations of marriage; philosophies of child-rearing; organization of work and leisure time; and the effects of industrialization, urbanization, immigration, and social and geographic mobility on patterns of family life and community organization. (Same as **Gender and Women’s Studies 248**.)

252c - IP. Colonial Latin America. Fall 2010. Allen Wells.

Introduces students to the history of Latin America from pre-Columbian times to about 1825. Traces developments fundamental to the establishment of colonial rule, drawing out regional comparisons of indigenous resistance and accommodation. Topics include the nature of indigenous societies encountered by Europeans; exploitation of African and Indian labor; evangelization and the role of the church; the evolution of race, gender, and class hierarchies in colonial society; and the origins of independence in Spanish America and Brazil. (Same as **Latin American Studies 252.**)

Note: This course fulfills the pre-modern requirement for history majors.

255c - IP. Modern Latin America. Fall 2011. Allen Wells.

Traces the principal economic, social, and political transformations from the wars of independence to the present. Topics include colonial legacies and the aftermath of independence; the consolidation of nation-states and their insertion in the world economy; the evolution of land and labor systems, and the politics of reform and revolution, and the emergence of social movements. (Same as **Latin American Studies 255.**)

[**256c - IP. Environment and Society in Latin America.** (Same as **Environmental Studies 256** and **Latin American Studies 256.**)]

[**258c - IP. Latin American Revolutions.** (Same as **Latin American Studies 258.**)]

261c - ESD, IP. The Making of Modern India. Fall 2010. Rachel Sturman.

Traces the history of India from the rise of British imperial power in the mid-eighteenth century to the present. Topics include the formation of a colonial economy and society; religious and social reform; the emergence of anti-colonial nationalism; the road to independence and partition; and issues of secularism, religious fundamentalisms, democracy, and inequality that have shaped post-colonial Indian society. (Same as **Asian Studies 256.**)

262c - ESD, IP. Africa and the Atlantic World, 1400–1880. Fall 2011. David Gordon.

A survey of historical developments before conquest by European powers, with a focus on west and central Africa. Explores the political, social, and cultural changes that accompanied the intensification of Atlantic Ocean trade and revolves around a controversy in the study of Africa and the Atlantic World: What influence did Africans have on the making of the Atlantic World, and in what ways did Africans participate in the slave trade? How were African identities shaped by the Atlantic World and by the slave plantations of the Americas? Ends by considering the contradictory effects of Abolition on Africa. (Same as **Africana Studies 262.**)

Note: This course fulfills the pre-modern requirement for history majors.

[**263c - ESD, IP. Politics and Popular Culture in Twentieth-Century India.** (Same as **Asian Studies 258.**)]

264c - ESD, IP. Conquest, Colonialism, and Independence: Africa since 1880. Spring 2011. Olufemi Vaughan.

Focuses on conquest, colonialism, and its legacies in sub-Saharan Africa; the violent process of colonial pacification, examined from European and African perspectives; the different ways of consolidating colonial rule and African resistance to colonial rule, from Maji Maji to Mau Mau; and African nationalism and independence, as experienced by Africa's nationalist leaders, from Kwame Nkrumah to Jomo Kenyatta, and their critics. Concludes with the limits of independence, mass disenchantment, the rise of the predatory post-colonial state, genocide in the Great Lakes, and the wars of Central Africa. (Same as **Africana Studies 264.**)

265c - IP. Mogadishu to Madagascar: East African History. Fall 2010. David Gordon.

Examines the history of East Africa with a special focus on the interactions between east Africans and the Indian Ocean World. Considers African societies prior to Portuguese conquest, continues through Omani colonialism, and the spread of slavery across East Africa and the Indian Ocean islands of Madagascar and Mauritius; the onset of British, Italian, and German colonialism, rebellions against colonialism including Mau Mau in Kenya, and post-colonial conflicts including the Zanzibar revolution of 1964; and the rise of post-colonial Tanzania, Kenya, Mozambique, Madagascar, and Somalia, and challenges to their sovereignty by present-day Indian Ocean rebels, such as the Somali pirates. (Same as **Africana Studies 268.**)

266c - IP. History of Mexico. Spring 2011. Allen Wells.

A survey of Mexican history from pre-Columbian times to the present. Topics include the evolving character of indigenous societies, the nature of the Encounter, the colonial legacy, the chaotic nineteenth century, the Mexican Revolution, and United States-Mexican relations. Contemporary problems are also addressed. (Same as **Latin American Studies 266.**)

268c - ESD. Asian American History, 1850–Present. Fall 2010. Connie Chiang.

Surveys the history of Asian Americans from the mid-nineteenth century to the present. Explores the changing experiences of Asian immigrants and Asian Americans within the larger context of American history. Major topics include immigration and migration, race relations, anti-Asian movements, labor issues, gender relations, family and community formation, resistance and civil rights, and representations of Asian Americans in American popular culture. Readings and course materials include scholarly essays and books, primary documents, novels, memoirs, and films.

275c - ESD, IP. The Making of Modern China: 1550 to Present. Spring 2011. Lawrence Zhang.

An overview of the changes and transformations in China beginning from the commercial revolution in the sixteenth century and ending at the second commercial revolution in the present day. Topics include political and intellectual changes, the increasing exchange between China and the Western world, challenges from and responses to imperialism, as well as social and cultural transformations, with a thematic emphasis on the changing definition of “China” and its place in the world. Discussions and assignments based on primary source materials (Same as **Asian Studies 275.**)

276c - ESD, IP. China’s Origins and Transformations: Prehistory to 1550. Fall 2010. Lawrence Zhang.

Covers the history of China from the Neolithic age to 1550. Examines the origins and growth of the Chinese civilization. Major topics include, but are not limited to, the foundation of classical Chinese philosophy, origin and growth of the imperial order, changing nature of sociopolitical elites, and the role of foreign influences on Chinese politics and culture. Primary texts employed as a basis for discussion. (Same as **Asian Studies 276.**)

Note: This course fulfills the pre-modern requirement for history majors.

280c - ESD, IP. Imperialism, Nationalism, Human Rights. Spring 2011. Rachel Sturman.

Examines the history of modern global imperialism and colonialism from the sixteenth through the twentieth centuries. Focuses on the parallel emergence of European nationalism, imperialism, and ideas of universal humanity, on the historical development of anti-colonial nationalisms in the regions ruled by European empires, and on the often-contentious nature of

demands for human rights. Emphasis on the history of South Asia, with significant attention to Latin America and Africa. (Same as **Asian Studies 230**.)

282c - ESD, IP. India and the Indian Ocean World. Fall 2011. Rachel Sturman.

Explores the vibrant social world created by movements of people, commodities, and ideas across the contemporary regions of the Middle East, East Africa, South and Southeast Asia from the early spread of Islam through the eighteenth century. Key topics include the formation of communities, pre-modern material cultures, the meanings of conversion and religious change, and the production and transformation of systems of knowledge and modes of social relations in the era before the rise of European colonialism. (Same as **Asian Studies 236**.)

Note: This course fulfills the pre-modern requirement for history majors.

283c - ESD, IP. The Origins of Japanese Culture and Civilization. Fall 2010 and 2011. Thomas D. Conlan.

How do a culture, a state, and a society develop? Designed to introduce the culture and history of Japan by exploring how “Japan” came into existence, and to chart how patterns of Japanese civilization shifted through time. Attempts to reconstruct the tenor of life through translations of primary sources, and to lead to a greater appreciation of the unique and lasting cultural and political monuments of Japanese civilization. (Same as **Asian Studies 283**.)

Note: This course fulfills the pre-modern requirement for history majors.

284c - ESD, IP. The Emergence of Modern Japan. Spring 2011 and 2012. Thomas D. Conlan.

What constitutes a modern state? How durable are cultures and civilizations? Examines the patterns of culture in a state that managed to expel European missionaries in the seventeenth century, and came to embrace all things Western as being “civilized” in the mid-nineteenth century. Compares the unique and vibrant culture of Tokugawa Japan with the rapid program of late-nineteenth-century industrialization, which resulted in imperialism, international wars, and ultimately, the postwar recovery. (Same as **Asian Studies 284**.)

288c - IP. The Cold War. Spring 2011. David Hecht.

Examines the history of the Cold War. Primarily considers United States politics and culture of the era, focusing on issues such as the atomic bomb, the arms race, McCarthyism, civil rights, 1960s student protests, the Vietnam War, and the myriad ways in which all aspects of American culture—from film to literature to science to religion—were affected by the Cold War. Uses films—both current and from the era—to explore changing notions of Cold War history and the contemporary political and ideological implications of those ideas.

Intermediate Seminars

The following seminars offer the opportunity for more intensive work in critical reading and discussion, analytical writing, library or archival research, and thematic study than is available in the intermediate (200-level) lecture courses. They are intended for majors and non-majors alike, but, because they are advanced intermediate courses, they assume some background in the discipline and may require previous course work in history or the permission of the instructor (see individual course descriptions for prerequisites). Enrollment is limited to sixteen students. The intermediate seminars are not open to first-year students. They do not fulfill the history major requirement for a 300-level seminar.

208c. The History of History. Spring 2011. Dallas Denery.

Seminar. What is history and how do we come to know it? Does history follow a plan and, if so, what sort of plan? After an examination of contemporary debates about the nature and discipline of history, focuses on the actual practice of historical inquiry from the ancient world to Marx. Special topics may include apocalyptic history, conspiracy theory, and bad history.

Prerequisite: One course in history.

Note: This course fulfills the pre-modern requirement for history majors.

209c. Cultures of Deception: The Court in European History. Fall 2010. Dallas Denery.

Seminar. Often looked upon as the source of European (indeed, Western) notions of civility and etiquette, the court was also a place of intrigue, gratuitous backstabbing, and grand deception. Examines the Roman origins of courtly ideals and traces their development to the end of the Middle Ages.

Note: This course fulfills the pre-modern requirement for history majors.

[210c. On the Origins of Modernity.]**213c. Transnational Africa and Globalization.** Spring 2013. Olufemi Vaughan.

Seminar. Drawing on key readings on the historical sociology of transnationalism since World War II, examines how postcolonial African migrations transformed African states and their new transnational populations in Western countries. Discusses what concepts such as the nation state, communal identity, global relations, and security mean in the African context to critically explore complex African transnational experiences and globalization. These dynamic African transnational encounters encourage discussions on homeland and diaspora, tradition and modernity, gender and generation. (Same as **Africana Studies 213.**)

216c. History of African and African Diasporic Political Thought. Fall 2010. Olufemi Vaughan.

Seminar. Will critically discuss some seminal works in African diaspora and African political thought in the nineteenth and twentieth centuries. Organized around global and national currents that will allow students to explore intersections in pan-African, African American, and African political thought in the context of Atlantic and global histories. Seminar topics are divided into three major historic moments. The first will explore major themes on Atlantic slavery and Western thought, notably slavery and racial representation; slavery and capitalism; slavery and democracy. The second will focus on the struggle of African Americans, Africans, and West Indians for freedom in post-Abolition and colonial contexts. Topics discussed within twentieth-century national, regional, and global currents include reconstruction and industrialization; pan-Africanism; new negro; negritude; colonialism; nationalism. Finally, explores pan-African and African encounters in the context of dominant postcolonial themes, namely decolonization; Cold War; state formation; imperialism; African diaspora feminist thought; globalism. Discusses these foundational texts and the political thoughts of major African, African American, and Caribbean intellectuals and activists in their appropriate historical context. (Same as **Africana Studies 216.**)

217c - ESD. The German Experience, 1918–1945. Spring 2011. Page Herrlinger.

Seminar. An in-depth inquiry into the troubled course of German history during the Weimar and Nazi periods. Among the topics explored are the impact of the Great War on culture and society in the 1920s; the rise of National Socialism; the role of race, class, and gender in the transformation of everyday life under Hitler; forms of persecution, collaboration, and resistance

during the third Reich; Nazi war aims and the experience of war on the front and at “home,” including the Holocaust.

[222c - ESD. **Family Affairs: Changing Patterns in Europe.** (Same as **Gender and Women's Studies 225.**)]

225c. Image, Myth, and Memory. Fall 2010. David Hecht.

Seminar. Which matters more: what happened, or what people *think* happened? Starts with the assumption that cultural reaction to an event is as consequential—perhaps more so—than what actually happened. Examines the cultural reception and changing historical memory of people, events, and ideas that have been central to modern American History and History of Science. Seeks to answer questions about the nature and construction of public opinion, popular images, and historical memory—and what the consequences of such processes and understandings have been. Introduces the themes and methods of studying popular and cultural history, drawing principally from examples in the history of science and post-World War II American culture. (Possible examples include nuclear weapons, evolution, genetics, climate change, student activism, feminism, abortion, education, and presidential politics.) Then follows a workshop format, in which classes revolve around the reading and writing that students do as part of self-designed research projects—projects that may be on any subject in modern United States history.

Prerequisite: One course in history or permission of the instructor.

226c - ESD. The City as American History. Spring 2011. Matthew Klinge.

Seminar. America is an urban nation today, yet Americans have had deeply ambivalent feelings toward the city over time. Explores the historical origins of that ambivalence by tracing several overarching themes in American urban history from the seventeenth century to the present. Topics include race and class relations, labor, design and planning, gender and sexual identity, immigration, politics and policy, scientific and technological systems, violence and crime, religion and sectarian disputes, and environmental protection. Discussions revolve around these broad themes, as well as regional distinctions between American cities. Students are required to write several short papers and one longer paper based upon primary and secondary sources. (Same as **Gay and Lesbian Studies 266.**)

[229c - ESD. **Science, Sex, and Politics.** (Same as **Gay and Lesbian Studies 229** and **Gender and Women's Studies 230.**)]

238c. Reconstruction. Spring 2012. Patrick Rael.

Seminar. Close examination of the decade following the Civil War. Explores the events and scholarship of the Union attempt to create a biracial democracy in the South following the war, and the sources of its failure. Topics include wartime Reconstruction, the Ku Klux Klan, Republican politics, and Democratic Redemption. Special attention is paid to the deeply conflicted ways historians have approached this period over the years. (Same as **Africana Studies 238.**)

Prerequisite: One previous course in history.

239c. Comparative Slavery and Emancipation. Fall 2011. Patrick Rael.

Seminar. Examines slavery as a labor system and its relationship to the following: the emergence of market economies, definitions of race attendant to European commercial expansion, the cultures of Africans in the diaspora, slave control and resistance, free black people and the social structure of New World slave societies, and emancipation and its aftermath. Spends some time

considering how historians have understood these crucial issues. Non-majors invited. (Same as **Africana Studies 239**.)

240c - ESD. Only a Game? Sports and Leisure in Europe and America. Spring 2011. Susan Tananbaum.

Seminar. Uses the lens of sport and leisure to analyze cultural and historical trends in modern Europe and the United States. Students read a range of primary and secondary texts exploring race, class, and gender and complete a significant research paper.

Prerequisite: Two courses in history.

241c - ESD, IP. Violence and Non-violence in Twentieth-Century India. Fall 2011. Rachel Sturman.

Seminar. Examines the histories of violence and non-violence that have shaped contemporary India. Considers Gandhi's efforts to develop a theory and practice of non-violence in the context of anti-colonial nationalism, as well as the epic religious violence that ultimately accompanied independence from British colonial rule. Explores the historical relationship between violent and non-violent forms of social protest and social control in the post-colonial era through examination of vivid examples of social and political movements. Considers the recent proliferation of religious violence, and caste- and gender-based atrocities. Draws on history, literature, documentary film, and film drama to consider how such violence and non-violence have been remembered and memorialized, and their legacies for Indian society. (Same as **Asian Studies 239**.)

Prerequisite: One course in history or permission of the instructor.

247c. Maine: A Community and Environmental History. Spring 2011. Sarah McMahon.

Seminar. Examines the evolution of various Maine social and ecological communities—inland, hill country, and coastal. Begins with the contact of European and Native American cultures, examines the transfer of English and European agricultural traditions in the seventeenth and eighteenth centuries, and explores the development of diverse geographic, economic, ethnic, and cultural communities during the nineteenth and into the early twentieth centuries. (Same as **Environmental Studies 247**.)

Prerequisite: One course in history or permission of the instructor.

249c. History of Women's Voices in America. Spring 2013. Sarah McMahon.

Seminar. Examines women's voices in America from 1650 to the twentieth century, as these emerged in private letters, journals, and autobiographies; poetry, short stories, and novels; essays, addresses, and prescriptive literature. Readings from the secondary literature provide a historical framework for examining women's writings. Research projects focus on the form and content of women's literature and the ways that it illuminates women's understandings, reactions, and responses to their historical situation. (Same as **Gender and Women's Studies 249**.)

Prerequisite: One course in history.

250c - ESD. California Dreamin': A History of the Golden State. Spring 2011. Connie Chiang.

Seminar. Sunshine, beaches, shopping malls, and movie stars are the popular stereotypes of California, but social conflicts and environmental degradation have long tarnished the state's golden image. Unravels the myth of the California dream by examining the state's social and environmental history from the end of Mexican rule and the discovery of gold in 1848 to the

2003 election of Arnold Schwarzenegger. Major topics include immigration and racial violence; radical and conservative politics; extractive and high-tech industries; environmental disasters; urban, suburban, and rural divides; and California in American popular culture. (Same as **Environmental Studies 250**.)

[251c. **United States in the Nineteenth Century**.]

253c. The United States and Latin America: Tempestuous Neighbors. Fall 2011. Allen Wells.

Seminar. Examines scholarship on the evolution of United States-Latin American relations since Independence. Topics include the Monroe Doctrine, commercial relations, interventionism, Pan Americanism, immigration, and revolutionary movements during the Cold War. (Same as **Latin American Studies 253**.)

254c. Contemporary Argentina. Spring 2011. Allen Wells.

Seminar. Texts, novels, and films help unravel Argentine history and culture. Topics examined include the image of the gaucho and national identity; the impact of immigration; Peronism; the tango; the Dirty War; and the elusive struggle for democracy, development, and social justice. (Same as **Latin American Studies 254**.)

[259c - ESD, IP. **Sex and the Politics of the Body in India**. (Same as **Asian Studies 237** and **Gender and Women's Studies 259**.)]

269c - ESD, IP. After Apartheid: South African History and Historiography. Spring 2011. David Gordon.

Seminar. Investigates the diverse representations and uses of the past in South Africa. Begins with the difficulties in developing a critical and conciliatory version of the past in post-apartheid South Africa during and after the much-discussed Truth and Reconciliation Commission. Then turns to diverse historical episodes and sites of memory from the Great Trek to the inauguration of Nelson Mandela to explore issues of identity and memory from the perspectives of South Africa's various peoples. (Same as **Africana Studies 269**.)

[270c. **Atlantic Antislavery**. (Same as **Africana Studies 274**.)]

271c. Black Women in Atlantic New Orleans. Fall 2010. Jessica Marie Johnson.

Seminar. In 2005, Hurricane Katrina turned a national spotlight on the politics of race, sex, property, and power in the city of New Orleans, Louisiana. But for centuries, New Orleans has made and remade itself at the intersection of history and memory, slavery and freedom. Women of African descent have been central to this process. Explores the multilayered and multivalent history and culture of New Orleans as a site for Afro-Atlantic women's religious and political culture, resistance, and transnational interaction. Considers New Orleans historic connections to Senegal, France, Haiti, and Cuba and the way slavery, the slave trade, and resistance to both created complicated global connections even within the city. Explores the city's Afro-creole expressive and material culture, and how it emerged, and the ways it complicated and confounded neat racial and gender categories of the Atlantic world. Course material includes primary sources from the archives of the city, multimedia material, books and articles. Assignments include, but are not limited to, response papers and two longer projects (midterm and final). (Same as **Africana Studies 215** and **Gender and Women's Studies 215**.)

272c - IP. Warlords and Child Soldiers in African History. Fall 2010. David Gordon.

Seminar. Examines how gender, masculinity, age, religion, and race have informed ideologies of violence by considering various historical incarnations of the African warrior across time,

including the hunter, the tribal warrior, the anti-colonial guerilla, the revolutionary, the white mercenary, the soldier, the warlord, the holy warrior, and the child soldier. Focuses on how fighters, followers, African civilians, and the international community have imagined the “work of war” in Africa. Readings include scholarly analyses of warfare, warriors, and warrior ideals alongside memoirs and fictional representations. (Same as **Africana Studies 272.**)

273c. Black Women and Slavery in Diasporic Perspective. Spring 2011. Jessica Johnson.

Seminar. Examines the history of women of African descent during the second period of slavery and slave trading between Africa, the Caribbean, and mainland North America (roughly 1650 to 1888). Focuses on the everyday experiences of women’s labor, reproduction, and kinship-building on the plantations and in the cities, of these slaveholding societies and on women’s roles in the (re)creation of Afro-Atlantic religious and political culture. Investigates the participation of women in abolition and emancipation movements of the late eighteenth and early nineteenth centuries. A range of issues addressed: How did women of African descent experience life under slavery in contrast to men or women of European, Amerindian, and East Indian descent? How did the lives of enslaved women differ from free women of color in different slave holding societies of the Atlantic world? How did the experience of migration, forced and voluntary, impact the lives of black women and the growth of black societies across the Atlantic African diaspora? Assignments include work by contemporary historians and literary figures, primary source analysis, and student projects on the representation and presentation of women and slavery. (Same as **Africana Studies 265** and **Gender and Women’s Studies 273.**)

274c - ESD. Painters, Philosophers, and Politicians: The Chinese Literati. Fall 2010.

Lawrence Zhang.

Seminar. The Chinese literati was a crucial sociopolitical class that served as China’s ruling elite throughout its imperial history. Their importance also extended to cultural and philosophical realms. Studies a crucial class in the history of China, and examines how the Chinese social structure during the imperial period was organized with the literati resting on the top of the pyramid. Through reading primary documents written by many prominent literati, students learn about the different modes of political, philosophical, and cultural dominance as expressed by one group. Topics include state-society relations, philosophical discourses, and cultural production through an examination of primary and secondary materials. (Same as **Asian Studies 274.**)

Note: This course fulfills the pre-modern requirement for history majors.

277c. Hong Kong and Taiwan’s Colonial Pasts. Spring 2011. Lawrence Zhang.

Seminar. Examines the history of Hong Kong and Taiwan in particular, and through them the concept of “Greater China,” which can include ethnic Chinese groups in Southeast Asia and Singapore. Students study the historical circumstances in which such communities were born, their evolution over time, and their changing relationship with China throughout the past few centuries. Topics covered include colonialism and imperialism, ethnic identity and relations, trade and commerce, and geopolitical shifts through time. (Same as **Asian Studies 273.**)

[279c - ESD, IP. **Rebellions and Revolutions in Nineteenth- and Twentieth-Century China.** (Same as **Asian Studies 279.**)]

281c - IP. The Courtly Society of Heian Japan. Fall 2011. Thomas D. Conlan.

Seminar. Japan’s courtly culture spawned some of the greatest cultural achievements the world has ever known. Using the *Tale of Genji*, a tenth-century novel of romance and intrigue,

attempts to reconstruct the complex world of courtly culture in Japan, where marriages were open and easy, even though social mobility was not; and where the greatest elegance, and most base violence, existed in tandem. (Same as **Asian Studies 281**.)

Note: This course fulfills the pre-modern requirement for history majors.

[**285c - IP. Conquests and Heroes.** (Same as **Asian Studies 285**.)]

[**286c - IP. Japan and the World.** (Same as **Asian Studies 286**.)]

287c - ESD, IP. Kingship in Comparative Perspective. Spring 2012. Thomas D. Conlan.

Seminar. What makes a king? How does one characterize or define sovereign authority and to what degree is this culturally specific? Explores the nature of kingship through a comparative perspective, contrasting Buddhist and Confucian notions of kingship and sovereignty.

Focuses on Asia (South Asia, China, and Japan), although further insight is provided through comparisons with medieval Europe. (Same as **Asian Studies 287**.)

Advanced Seminars

The 300-level problems courses in history engage students in the close investigation of certain historical “problems.” Following a critical reading and discussion of representative primary and secondary sources, with attention to issues of methodology and interpretation, students develop an independent, primary research topic related to the central problem of the course, which culminates in an analytical essay of substantial length. Sufficient background in the discipline and field is assumed, the extent of it depending on whether these courses build upon courses found elsewhere in the history curriculum. Enrollment is limited to sixteen students. Majors in fields other than history are encouraged to consider these seminars.

Problems in European History

[**307c. Topics in Medieval and Early Modern European History.**]

311c. Experiments in Totalitarianism: Nazi Germany and Soviet Russia. Fall 2010. Page Herrlinger.

Compares and contrasts the nature of society and culture under two of the twentieth century’s most “totalitarian” regimes—fascism under the Nazis in Germany, and socialism under the Bolsheviks in the Soviet Union. Prior course work in either modern Germany or Russia is strongly recommended, and students may focus their research project on either country, or a comparison of both.

Problems in British History

[**322c. Race, Gender, and Ethnicity in British and European Society.** (Same as **Gender and Women’s Studies 322**.)]

Problems in American History

330c. The United States Home Front in World War II. Fall 2010. Connie Chiang.

Examines social and cultural changes on the United States home front during World War II. While some Americans remember World War II as “the good war,” an examination of this period reveals a more complicated history. By analyzing a variety of historical sources—scholarly writings, government documents and propaganda, films, memoirs, fiction, and advertising—investigates how the war shaped and reshaped sexuality, family dynamics, and gender roles; race and ethnic relations; labor conflicts; social reform, civil rights, and citizenship; and popular culture. Also considers the war’s impact on the immediate postwar years and how Americans have remembered the war. Students write a major paper based on primary source research.

332c. Community in America, 1600–1900. Fall 2011. Sarah McMahon.

Explores the ideals and the social, economic, and cultural realities of community in American history, focusing on change, continuity, and racial, ethnic, and socio-economic diversity in community experience from the seventeenth through the nineteenth centuries. Examines the formation of new communities on a “frontier” that began on the Atlantic seaboard and gradually moved westward across the continent; the attempts to create alternative communities either separate from or contained within established communities; and the changing face of community that accompanied cultural diversity, expansion, modernization, urbanization, and suburbanization.

[335c. Science and Society in Twentieth-Century America.]**336c. Research in Nineteenth-Century United States History.** Spring 2011. Patrick Rael.

A research course for majors and interested non-majors that culminates in a single 25–30 page research paper. With the professor’s consent, students may choose any topic in Civil War or African American history, broadly defined. This is a special opportunity to delve into Bowdoin’s rich collections of primary historical source documents. (Same as **Africana Studies 336.**)

Prerequisite: One course in history.

*Problems in Latin American History***[349c. The Americas as Crossroads: Transnational Histories.** (Same as **Environmental Studies 349** and **Latin American Studies 349.**)]**351c. The Mexican Revolution.** Fall 2010. Allen Wells.

An examination of the Mexican Revolution (1910–1920) and its impact on modern Mexican society. Topics include the role of state formation since the revolution, agrarian reform, United States-Mexican relations, immigration, and other border issues. (Same as **Latin American Studies 352.**)

[356c. The Cuban Revolution. (Same as **Latin American Studies 356.**)]*Problems in African History***[361c. The Political Imagination in African History.** (Same as **Africana Studies 361.**)]*Problems in Asian History***364c. Politics of Inequality in South Asia.** Spring 2011. Rachel Sturman.

Examines how South Asians have conceptualized innate social differences (e.g., race, caste, religion, ethnicity, gender) as well as labor and poverty, and how they have put these ideas into practice during the past two centuries. Topics include histories of race, labor, sexuality, and citizenship under British imperialism and global capitalism; the emergence and vicissitudes of the concept of minority; and modern anti-caste struggles. Following a survey of major recent scholarship in the field, students pursue projects of their own design, culminating in a substantial original research paper. (Same as **Asian Studies 364.**)

380c. The Warrior Culture of Japan. Spring 2011. Thomas D. Conlan.

Explores the “rise” of the warrior culture of Japan. In addition to providing a better understanding of the judicial and military underpinnings of Japan’s military “rule” and the nature of medieval Japanese warfare, shows how warriors have been perceived as a dominant

COURSES OF INSTRUCTION

force in Japanese history. Culminates in an extended research paper. (Same as **Asian Studies 380**.)

Prerequisite: **Asian Studies 283** (same as **History 283**) or **284** (same as **History 284**), or permission of the instructor.

Note: This course fulfills the pre-modern requirement for history majors.

Independent Study and Honors in History

291c–294c. Intermediate Independent Study. The Department.

401c–404c. Advanced Independent Study. The Department.

451c–452c. Honors Seminar. Every year. The Department.

INTERDISCIPLINARY MAJORS

A student may, with the approval of the departments concerned and the Recording Committee, design an interdisciplinary major to meet an individual, cultural, or professional objective.

Bowdoin has eight interdisciplinary major programs that do not require the approval of the Recording Committee because the departments concerned have formalized their requirements. These programs are in art history and archaeology, art history and visual arts, chemical physics, computer science and mathematics, earth and oceanographic science and physics, English and theater, Eurasian and East European studies, and mathematics and economics. A student wishing to pursue one of these majors needs the approval of the departments concerned.

ART HISTORY AND ARCHAEOLOGY

Requirements

1. **Art History 100**; one of **Art History 213, 214, or 215**; **Art History 222**; and one of **Art History 302 through 388**; **Archaeology 101** (same as **Art History 209**), **102** (same as **Art History 210**), and any three additional archaeology courses, at least one of which must be at the 300 level.
2. Any two art history courses numbered **10** through **388**.
3. One of the following: **Classics 101, 211** (same as **History 201**), **212** (same as **History 202**), or **291** (Independent Study in Ancient History); **Philosophy 111**; or an appropriate course in religion at the 200 level.
4. Either **Art History 401** or **Archaeology 401**.

ART HISTORY AND VISUAL ARTS

Requirements

1. **Art History: 100**; one course in African, Asian, or pre-Columbian art history numbered **103** or higher; four additional courses numbered **200** or higher; and one 300-level seminar.
2. **Visual Arts: 150**, and either **180, 190, or 195**; plus four other courses in the visual arts, no more than one of which may be an Independent Study.

CHEMICAL PHYSICS

Requirements

1. **Chemistry 102** or **109, 251**; **Mathematics 161, 171, and 181**; **Physics 103, 104, 223, and 229**.
2. Either **Chemistry 252** or **Physics 310**.
3. Two courses from **Chemistry 310, 340**, or approved topics in **401** or **402**; **Physics 251, 300, 320, 357** (same as **Earth and Oceanographic Science 357** and **Environmental Studies 357**), or approved topics in **401, 402, 451, or 452**. At least one of these must be at the 300 level or above. Other possible electives may be feasible; interested students should check with the departments.

COMPUTER SCIENCE AND MATHEMATICS

Requirements

1. **Computer Science 101** and **210**.
2. **Mathematics 181, 200, and 201**.
3. **Computer Science 231** and **289**.
4. Two additional Computer Science courses from: **270**, any 300-level, and **401**.
5. Two additional Mathematics courses from: **204** (same as **Biology 174**), **224, 225, 229, 244, 258, 262, 264, 265, and 401**.

Independent study (**291**) may be applied to the major upon approval of the appropriate department.

EARTH AND OCEANOGRAPHIC SCIENCE AND PHYSICS

Requirements

1. **Chemistry 109**; **Earth and Oceanographic Science 101, 202** or **315, 241, 265**; **Mathematics 161, 171**; **Physics 103, 104, and 223**.
2. Either **Physics 257** (same as **Earth and Oceanographic Science 257** and **Environmental Studies 253**) or **300**.
3. Three additional courses, 200-level or above, in earth and oceanographic science and/or physics.

ENGLISH AND THEATER

The interdisciplinary major in English and theater focuses on the dramatic arts, broadly construed, with a significant emphasis on the critical study of drama and literature. Students of English and theater may blend introductory and advanced course work in both fields, while maintaining flexibility in the focus of their work. Honors theses in English and theater are listed as honors in English and theater, rather than in either field individually. Students completing an honors project should be guided by faculty in both fields. Students who decide to take this major are encouraged to work with advisors in both fields. Students wishing to study abroad are allowed to count two courses in approved study away programs such as the National Theater Institute or elsewhere toward the requirements for the major.

Requirements

1. An English first-year seminar or 100-level course.
2. One 100-level theater course, preferably **Theater 120**.
3. Three theater courses from the following: **101, 130** (same as **Dance 130**), **145** (same as **Dance 145**), **150** (same as **Dance 150**), **201** (same as **Dance 201**), **220, 225, 240** (same as **Dance 240**), **260** (same as **English 214**), or **270**.
4. One course from **English 210** (same as **Theater 210**), **211** (same as **Theater 211**), or **212** (same as **Theater 212**); one course from **English 223** (same as **Theater 223**) or **230** (same as **Theater 230**).
5. One course in modern drama, either **English 246** (same as **Gender and Women's Studies 262** and **Theater 246**), or its equivalent in another department.
6. One 300-level course in theater, and one 300-level English seminar.
7. One elective in English and one elective in theater or dance at the 200 level or higher.

EURASIAN AND EAST EUROPEAN STUDIES

The interdisciplinary major in Eurasian and East European studies combines the study of the Russian language with related courses in anthropology, economics, German, government, history, music, and gender and women's studies. The major emphasizes the common aspects of the geo-political area of Eurasia and East Europe, including the European and Asian countries of the former USSR, East Central Europe, and the Balkans. The Eurasian and East European studies (EEES) major allows students to focus their study on one cultural, social, political or historical topic, illuminating the interrelated linkages of these countries.

In the past, students studying Russian have had double majors in the above disciplines. This major combines these fields into a study of one common theme, in order to provide a multi-disciplinary introduction to the larger region, while allowing for an in-depth study of the student's specific geographical area of choice. EEES independent study allows an interested student to work with one or more faculty members in order to merge introductory and advanced course work into a focused and disciplined research project. Course work in the Russian language or other regional languages is expected to start as early as possible in the student's academic career.

Careful advising and consultation with EEES faculty members is essential to plan a student's four-year program, taking into consideration course prerequisites, the rotation of courses, and/or sabbatical or research leaves. Independent study allows a student to conduct interdisciplinary research under the careful guidance of two or more advisers or readers.

Requirements

1. Two years of Russian (**Russian 101, 102, 203, 204**), or the equivalent in another language (i.e., Bulgarian, Polish, Serbian/Croatian, Kazakh, Uzbek, etc.).
2. Four courses from the concentration core courses after consultation with EEES faculty. At least one course should be at the 200 level and one at the 300 level or above. Upon petition to EEES faculty, a student completing the EEES concentration can satisfy the requirement by substituting a course from the complementary list of Russian courses (listed below) or through independent studies in those cases in which (1) faculty members are on sabbatical leave, (2) the course is not rotated often enough, (3) a course is withdrawn (as when a faculty member leaves), and/or (4) a new, related course is offered on a one-time-only basis.

3. Any two courses outside the EEES concentration to be selected from the complementary list below, one at the 200 and one at the 300 level, or above. With approval of an EEES faculty member, requirements (2) and (3) may be fulfilled in part by an independent study in the concentration or in the area of complementary courses.
4. Only one introductory course or first-year seminar may count toward the major.
5. An honors project in either concentration requires two semesters of independent study for a total of eleven courses in the major. EEES offers three levels of honors.
6. Off-campus study at an approved program is strongly recommended. Up to three courses in an approved program may be counted toward the major.

EEES Concentration Core and Complementary Courses beyond Russian 204

A. Concentration in Russian/East European Politics, Economics, History, Sociology, and Anthropology.

Core courses:

Economics 221b - MCSR. Marxian Political Economy

[**Gender and Women's Studies 218b - IP. Sex and Socialism: Gender and Political Ideologies of the Twentieth Century**]

Government 230b. Post-Communist Russian Politics and Society

[**Government 324b. Post-Communist Pathways**]

History 219c - ESD, IP. Russia's Twentieth Century: Revolution and Beyond

History 311c. Experiments in Totalitarianism: Nazi Germany and Soviet Russia

B. Complementary courses in Eurasian and East European Literature and Culture:

German 151c - ESD. The Literary Imagination and the Holocaust

German 317c - IP. German Literature and Culture since 1945

Music 273c - VPA. Chorus (when content applies)

Russian 22c. "It Happens Rarely, Maybe, but It Does Happen"—Fantasy and Satire in East Central Europe

Russian 220c - IP. Nineteenth-Century Russian Literature

Russian 221c - IP; VPA. Soviet Worker Bees, Revolution, and Red Love in Russian Film (same as **Gender and Women's Studies 220**)

Russian 223c. Dostoevsky and the Novel (same as **Gender and Women's Studies 221**)

Russian 224c. Dostoevsky or Tolstoy (same as **Gender and Women's Studies 217**)

Russian 251c - IP; VPA. Russia's "Others": Siberia and Central Asia through Film and Literature (same as **Gender and Women's Studies 243**)

Courses in Russian:

Russian 307c. Russian Folk Culture

Russian 309c. Nineteenth-Century Russian Literature

Russian 310c. Modern Russian Literature

Russian 316c. Russian Poetry

MATHEMATICS AND ECONOMICS

Requirements

1. Six courses in mathematics as follows: **Mathematics 181, 201, 225, 265**; and two of **Mathematics 224, 229, 264, 304**.
2. Either **Computer Science 210** or **Mathematics 235, 244, or 305**.
3. Four courses in economics with a grade of C- or better, as follows: **Economics 255, 256, 316**, and one other 300-level course.

INTERDISCIPLINARY STUDIES

220. Leaders and Leadership. Spring 2011. Angus S. King.

A study of the concept, principles, practice, and significance of leadership. Content is presented through case studies intended to illustrate and illuminate various characteristics of leaders and their constituencies. Abraham Lincoln, Eleanor Roosevelt, Winston Churchill, Joshua Chamberlain, Margaret Thatcher, Martin Luther King, and Ernest Shackleton are among those studied. "An army of deer led by a lion is more to be feared than an army of lions led by a deer."

ARABIC

101c. Elementary Arabic I. Fall 2010. Russell Hopley.

An introductory course that presumes no previous knowledge of Arabic. Students begin to acquire an integrated command of speaking, reading, writing, and listening skills in Modern Standard Arabic. Some exposure to Egyptian Colloquial Arabic as well. Class sessions conducted primarily in Arabic. Formerly **Interdisciplinary Studies 101**.

102c. Elementary Arabic II. Spring 2011. Russell Hopley.

A continuation of Elementary Arabic I, focuses on further developing students' skills in speaking, listening, comprehending, writing, and reading Modern Standard Arabic. Formerly **Interdisciplinary Studies 102**.

Prerequisite: **Arabic 101** [formerly **Interdisciplinary Studies 101**].

203c. Intermediate Arabic I. Fall 2010. Russell Hopley.

A continuation of first-year Arabic, aiming to enhance proficiency in listening, speaking, reading, and writing through the study of more elaborate grammar structures and exposure to more sophisticated, authentic texts. Formerly **Interdisciplinary Studies 203**.

Prerequisite: **Arabic 102** [formerly **Interdisciplinary Studies 102**].

204c. Intermediate Arabic II. Spring 2011. Russell Hopley.

A continuation of Intermediate Arabic I, provides students with a more in-depth understanding of Modern Standard Arabic. Aims to enhance proficiency in speaking, listening, reading, and writing through the study of more elaborate grammatical structures and sophisticated,

authentic texts. Textbook material supplemented by readings from the Qur'an, the hadith, and early Arabic poetry.

Prerequisite: **Arabic 203** [formerly **Interdisciplinary Studies 203**].

LATIN AMERICAN STUDIES

Krista E. Van Vleet, *Program Director*

Emily C. Briley, *Program Coordinator*

Contributing Faculty: Nadia V. Celis†, Sarah Childress, Mariana M. Cruz, Elena M. Cueto-Asín†, Julian P. Diaz, Gustavo Faverón-Patriau, Matthew Klinge, Karen Lindo, Stephen J. Meardon, Michael Birenbaum Quintero, John H. Turner, Esmeralda A. Ulloa, Krista E. Van Vleet, Hanétha Vété-Congolo, Susan E. Wegner, Allen Wells, Eugenia Wheelwright, Nathaniel T. Wheelwright, Carolyn Wolfenzon, Enrique Yepes

The integrated interdisciplinary Latin American Studies Program explores the cultural heritage of Mesoamerica, the Caribbean, and South America, as well as the presence of this heritage in the United States. Its multidisciplinary approach is designed to bring the scholarly methods and perspectives of several disciplines together in fostering increased understanding of Latin America's history, social and economic realities, cultural diversity, and a range of aesthetic expression. Competence in a language spoken in the region other than English (such as Spanish, French, or Portuguese, with the approval of the administering committee) is required, and it is strongly recommended that students participate in an off-campus study program in Latin America.

Requirements for the Major in Latin American Studies

The major in Latin American studies consists of nine courses, including:

1. One course, offering a survey of cultural production in Latin America, conducted in one of the languages spoken in the region other than English. Students may choose **Latin American Studies 206, Francophone Cultures** (same as **Africana Studies 207** and **French 207**); **Latin American Studies 209, Introduction to Hispanic Studies: Poetry and Theater** (same as **Spanish 209**); **Latin American Studies 210, Introduction to Hispanic Studies: Essay and Narrative** (same as **Spanish 210**); or a comparable course from off-campus study that surveys Latin American cultural production (literature, art, music, mass media, etc.) in Spanish, French, or Portuguese.
2. A survey course in Latin American history covering several countries and periods in the region, such as **Latin American Studies 252, Colonial Latin America** (same as **History 252**); **Latin American Studies 255, Modern Latin America** (same as **History 255**); **Latin American Studies 258, Latin American Revolutions** (same as **History 258**).
3. A 200-level course in the social sciences that focuses on Latin America. For example: **Latin American Studies 225, Globalization and Social Change** (same as **Sociology 225**); **Latin American Studies 235, The Economy of Latin America** (same as **Economics 225**); **Latin American Studies 237, Gender and Family in Latin America** (same as **Anthropology 237** and **Gender and Women's Studies 237**).
4. A concentration of four additional courses centered on a particular geographic region or theme, selected by each major in consultation with faculty in Latin American studies. The

courses for the concentration should be primarily at the 200 or 300 level.

5. An elective course in Latin American studies, outside the student's area of concentration.
6. A 300-level course or Advanced Independent Study in Latin American studies during the senior year.

A maximum of three courses from off-campus study programs may count toward the major with the approval of the director of Latin American studies. Courses in which D or Credit (CR) grades are received will not count toward the major.

Requirements for the Minor in Latin American Studies

The minor consists of at least one Spanish course at Bowdoin beyond **204** (or another appropriate language); **Latin American Studies 255, Modern Latin America** (same as **History 255**); and three additional courses, two of which must be outside the student's major department. Independent studies can meet requirements for the minor only with the approval of a written prospectus of the project by the director of Latin American studies. Courses in which D or Credit (CR) grades are received will not count toward the minor.

Program Honors

Students contemplating honors candidacy must have established records of A and B in program course offerings and present clearly articulated proposals for scholarly research. Students must prepare and defend an honors thesis before a program faculty committee.

Introductory, Intermediate, and Advanced Courses

130c - IP. Introduction to the Arts of Ancient Mexico and Peru. Spring 2011. Susan Wegner.

A chronological survey of the arts created by major cultures of ancient Mexico and Peru. Mesoamerican cultures studied include the Olmec, Teotihuacan, the Maya, and the Aztec up through the arrival of the Europeans. South American cultures such as Chavin, Naca, and Inca are examined. Painting, sculpture, and architecture are considered in the context of religion and society. Readings in translation include Mayan myth and chronicles of the conquest (Same as **Art History 130**.)

136c - VPA. Black Musics in Latin America and the Caribbean. Spring 2011. Michael Birenbaum Quintero.

An introduction to various Afro-Latin American and Afro-Caribbean musical forms and some of the issues and debates that surround them. Students examine case studies from the eighteenth to the twenty-first centuries. Some central themes include similarities and differences in black identity across the Americas, the relative importance of African retentions and New World innovations in the formation of these musical forms, the nature of cultural mixture with indigenous and European forms, the role of music in black religion, and musical dialogues between differently located black populations in the Americas. (Same as **Africana Studies 136** and **Music 136**.)

205c. Advanced Spanish. Every semester. Fall 2010. John Turner, Carolyn Wolfenzon, and Enrique Yepes. Spring 2011. Carolyn Wolfenzon.

The study of a variety of texts and media, together with an advanced grammar review, designed to increase written and oral proficiency, as well as appreciation of the cultural history of the Spanish-speaking world. Foundational course for the major. Three class hours per week and one weekly conversation session with assistant. (Same as **Spanish 205**.)

Prerequisite: **Spanish 204** or placement.

206c - ESD, IP. Francophone Cultures. Every fall. Fall 2010. Hanétha Vété-Congolo.

An introduction to the cultures of various French-speaking regions outside of France. Examines the history, politics, customs, cinema, literature, and the arts of the Francophone world, principally Africa and the Caribbean. Conducted in French. (Same as **Africana Studies 207** and **French 207**.)

Prerequisite: **French 205** or higher, or permission of the instructor.

209c - IP. Introduction to Hispanic Studies: Poetry and Theater. Every semester. Fall 2010. John Turner. Spring 2011. Gustavo Faverón-Patriau and Enrique Yepes.

A chronological introduction to the cultural production of the Spanish-speaking world from pre-Columbian times to the present, with particular emphasis on the analysis of poetry and theater. Examines major literary works and movements in their historical and cultural context. One weekly workshop with assistant in addition to class time. Conducted in Spanish. (Same as **Spanish 209**.)

Prerequisite: **Spanish 205** (same as **Latin American Studies 205**) or permission of the instructor.

210c - IP. Introduction to Hispanic Studies: Essay and Narrative. Every semester. Fall 2010. Esmeralda Ulloa. Spring 2011. Esmeralda Ulloa and Carolyn Wolfenzon.

A chronological introduction to the cultural production of the Spanish-speaking world from pre-Columbian times to the present, with particular emphasis on the analysis of essay and narrative. Examines major literary works and movements in their historical and cultural context. (Same as **Spanish 210**.)

Prerequisite: **Spanish 205** (same as **Latin American Studies 205**) or permission of the instructor.

[**212c. Third World Feminism.** (Same as **Africana Studies 211**, **French 212**, and **Gender and Women's Studies 212**.)]

[**216b - ESD. Food, Culture, and Society.** (Same as **Sociology 216**.)]

223b - ESD. Transnational Cosmologies: Andean Examples. Fall 2010. Krista Van Vleet.

Explores the ways various religious beliefs and practices have intersected at particular historical moments, using the Andean region as an exemplary case. Examples from pre-Columbian and Inca, Spanish colonial, and contemporary republican periods highlight the continuities and transformations in local and global religious institutions and the significance of religion to political-economic and social relationships. Uses scholarly readings in anthropology, archaeology, and history as well as novels and films to introduce anthropological theories of religion and globalization; analyze local cosmologies, rituals, and conceptions of the sacred alongside institutionalized global religions such as Catholicism and evangelical Protestantism; and interrogate the significance of popular cultural representations of religion to contemporary social, economic, and political processes. (Same as **Anthropology 225**.)

Prerequisite: **Anthropology 101** or **102**, or permission of the instructor.

[**226b - IP. Political Economy of Pan-Americanism.** (Same as **Economics 226**.)]

[**229b. Maya Archaeology and Ethnohistory.** (Same as **Anthropology 229**.)]

230c. Latinos and Latinas in the United States: Critical Perspectives on Identity, Migration, Education, and Politics. Spring 2011. Mariana Cruz.

Explores the experiences of Latino/as, the fastest growing minority group in the United States, from a critical lens that centers four important themes: identity, migration, education, and politics. Questions explored include: Who are the “Latino/as” in the United States? What are the differences between Hispanics, Latino/as, Latin Americans, and Chicano/as? What are the racial, ethnic, cultural, linguistic, gendered, political, historical, citizenship, and geographic differences among the populations that fall under these ethnic categories? What are the experiences of Latino/as in United States schools? How might educators, activists, and policymakers engage these questions in order to better understand and serve Latino/as a whole? (Same as **Education 230**.)

235b. The Economy of Latin America. Fall 2010. Julian P. Diaz.

Analyzes selected economic issues of Latin America in the twentieth century and into the twenty-first century. Issues covered include the Import Substitution Industrialization strategy, the Debt Crisis of the 1980s, stabilization programs, trade liberalization and economic integration, inflation and hyperinflation in the region, poverty and inequality, and the Washington Consensus and the rise of populism. Important economic episodes of the past three decades such as the Mexican Crisis of 1994–1995, the Chilean Economic Miracle, dollarization in Ecuador, and the recent crisis in Argentina will also be examined. (Same as **Economics 225**.)

Prerequisite: **Economics 101** and **102**.

236c - ESD. Borderlands and Empires in Early North America. Fall 2010. Matthew Klinge.

Survey of the making of North America from initial contact between Europeans and Africans and Native Americans to the creation of the continent’s three largest nations by the mid-nineteenth century: Canada, Mexico, and the United States. Topics include the history of Native populations before and after contact; geopolitical and imperial rivalries that propelled European conquests of the Americas; evolution of free and coerced labor systems; environmental transformations of the continent’s diverse landscapes and peoples; formation of colonial settler societies; and the emergence of distinct national identities and cultures in former European colonies. Students write several papers and engage in weekly discussion based upon primary and secondary documents, art, literature, and material culture. (Same as **Environmental Studies 235** and **History 235**.)

237b - ESD, IP. Family, Gender, and Sexuality in Latin America. Fall 2010. Krista Van Vleet.

Focuses on family, gender, and sexuality as windows onto political, economic, social, and cultural issues in Latin America. Topics include indigenous and natural gender ideologies, marriage, race, and class; machismo and masculinity; state and domestic violence; religion and reproductive control; compulsory heterosexuality; AIDS; and cross-cultural conceptions of homosexuality. Takes a comparative perspective and draws on a wide array of sources including ethnography, film, fiction, and historical narrative. (Same as **Anthropology 237** and **Gender and Women’s Studies 237**.)

Prerequisite: **Anthropology 101** or **Sociology 101**, or permission of the instructor.

238b. Culture and Power in the Andes. Spring 2011. Krista Van Vleet.

Explores the anthropology and history of the Andes, focusing on questions of cultural transformation and continuity in a region that has been integrated into Western markets

and imaginations since 1532, when Francisco Pizarro and a band of fewer than two hundred conquistadors swiftly defeated the Inca empire. Focuses on the ethnography, historical analysis, popular culture, and current events of Bolivia, Ecuador, and Peru. Topics include Inca concepts of history; Spanish colonization; Native Andean cultural identity; household and community organization; subsistence economies and ecology; gender, class, and ethnic relations; domestic and state violence; indigenous religion; contemporary political economy; coca and cocaine production; and migration. (Same as **Anthropology 238**.)

Prerequisite: **Anthropology 101** or permission of the instructor.

252c - IP. Colonial Latin America. Fall 2010. Allen Wells.

Introduces students to the history of Latin America from pre-Columbian times to about 1825. Traces developments fundamental to the establishment of colonial rule, drawing out regional comparisons of indigenous resistance and accommodation. Topics include the nature of indigenous societies encountered by Europeans; exploitation of African and Indian labor; evangelization and the role of the church; the evolution of race, gender, and class hierarchies in colonial society; and the origins of independence in Spanish America and Brazil. (Same as **History 252**.)

Note: This course fulfills the pre-modern requirement for history majors.

253c. The United States and Latin America: Tempestuous Neighbors. Fall 2011. Allen Wells.

Seminar. Examines scholarship on the evolution of United States-Latin American relations since Independence. Topics include the Monroe Doctrine; commercial relations; interventionism; Pan Americanism; immigration; and revolutionary movements during the Cold War. (Same as **History 253**.)

254c. Contemporary Argentina. Spring 2011. Allen Wells.

Seminar. Texts, novels, and films help unravel Argentine history and culture. Topics examined include the image of the *gaucho* and national identity; the impact of immigration; Peronism; the tango; the Dirty War; and the elusive struggle for democracy, development, and social justice. (Same as **History 254**.)

255c - IP. Modern Latin America. Fall 2011. Allen Wells.

Traces the principal economic, social, and political transformations from the wars of independence to the present. Topics include colonial legacies and the aftermath of independence; the consolidation of nation-states and their insertion in the world economy; the evolution of land and labor systems, and the politics of reform and revolution, and the emergence of social movements. (Same as **History 255**.)

[**256c - IP. Environment and Society in Latin America.** (Same as **Environmental Studies 256** and **History 256**.)]

[**257b - ESD, IP. Gender and Sexuality in Latin America.** (Same as **Anthropology 254**, **Gender and Women's Studies 254**, and **Sociology 254**.)]

[**258c - IP. Latin American Revolutions.** (Same as **History 258**.)]

266c - IP. History of Mexico. Spring 2011. Allen Wells.

A survey of Mexican history from pre-Columbian times to the present. Topics include the evolving character of indigenous societies, the nature of the Encounter, the colonial legacy, the

chaotic nineteenth century, the Mexican Revolution, and United States-Mexican relations. Contemporary problems are also addressed. (Same as **History 266**.)

302c. The Idea of Latin America. Fall 2010. Enrique Yepes.

Studies how the region currently known as “Latin America” has been conceptualized from the fifteenth to the twenty-first centuries. Which geopolitical interests have shaped the idea of a geographical entity called Latin America? What does the term mean in different parts of the world? What has been the fate of alternate terms such as Abya-Yala, Indo-America, just America, Iberian-America, Spanish America, or the Indies? The analysis of various texts (in literature, history, cartography, philosophy, art, film, music, journalism) introduces intellectual and political debates around these terms, the region’s vast diversity, and whether or not it makes sense to consider it a unit. Conducted in Spanish. (Same as **Spanish 302**.)

Prerequisite: **Spanish 205** (same as **Latin American Studies 205**).

[315c. Engaging Neruda’s *Canto General*. (Same as **Spanish 315**.)]

316c. New Waves in the New World: Latin American Cinema. Spring 2011. Sarah Childress.

Focuses on two “new waves” of film in Argentina, Brazil, Cuba, and Mexico: 1960–1970 and 2000–2010. Explores the works of Glauber Rocha, Tomás Gutiérrez Alea, Alejandro González Iñárritu, Lucrecia Martel, and others to examine how their films function as cultural, historical, political, and economic products that characterize distinct sensibilities and points of view. Also looks at the place of these films within the contexts of film history and world cinema. Attendance at weekly evening screenings is required. (Same as **Film Studies 315**.)

Prerequisite: One course in film studies or Latin American studies.

[318c. A Journey around Macondo: García Márquez and His Contemporaries. (Same as **Spanish 318**.)]

[319c. Letters from the Asylum: Madness and Representation in Latin American Fiction. (Same as **Spanish 319**.)]

[326c. A Body “of One’s Own”: Latina and Caribbean Women Writers. (Same as **Gender and Women’s Studies 326** and **Spanish 326**.)]

332c. Poetry and Social Activism in Latin America. Spring 2011. Enrique Yepes.

Considers the aesthetic and thematic problems posed by socially committed poetry during the last one hundred years in Spanish America, from the avant-garde to the present. Authors include Mistral, Storni, Vallejo, Neruda, Guillén, Cardenal, Belli, and Parra, among others. (Same as **Spanish 332**.)

Prerequisite: Two of the following: **Spanish 207** (same as **Latin American Studies 207**), **208**, **209** (same as **Latin American Studies 209**) or **210** (same as **Latin American Studies 210**); or permission of the instructor.

[337c. Hispanic Short Story. (Same as **Spanish 337**.)]

339c. Borges and the Borgesian. Spring 2011. Gustavo Faverón-Patriau.

An examination of the Argentinian writer Jorge Luis Borges’s work, focusing not only on his short stories, poems, essays, film scripts, interviews, and cinematic adaptations, but also on the writers who had a particular influence on his work. Also studies Latin American, European, and United States writers who were later influenced by the Argentinian master. An organizing

concept is Borges's idea that "a writer creates his own precursors. His work modifies our conception of the past, as it will modify the future." (Same as **Spanish 339**.)

Prerequisite: Two of the following: **Spanish 207** (same as **Latin American Studies 207**), **208**, **209** (same as **Latin American Studies 209**), or **210** (same as **Latin American Studies 210**); or permission of the instructor.

341c. Colonial Experience and Post-colonial Perspectives. Fall 2010. Esmeralda Ulloa.

A contextualized study of key texts from the Colonial period with special attention to the way in which our historical and ideological distance informs our readings. How do contemporary scholarship on the concepts of history, text, and power enhance or limit our understanding? Texts include letters and journals of the conquistadors, mestizo narratives of lost empires and cultures, treatises on the legal status of the natives, and narratives of shipwreck and adventure in the New World, among others. (Same as **Spanish 341**.)

Prerequisite: Two of the following: **Spanish 207** (same as **Latin American Studies 207**), **208**, **209** (same as **Latin American Studies 209**) or **210** (same as **Latin American Studies 210**); or permission of the instructor.

343c. Imaginary Cities/Real Cities in Latin America. Fall 2010. Carolyn Wolfenzon.

Examines the representation of urban spaces in Spanish American literature during the last six decades. While mid-twentieth-century fictional towns such as Macondo and Comala tended to emphasize exoticism, marginality, and remoteness, more recent narratives have abandoned the "magical" and tend to take place in metropolitan spaces that coincide with contemporary large cities such as Lima and Buenos Aires. The treatment of social class divisions and transgressions, territoriality, and the impact of the space on the individual experience are studied in novels, short stories, and film from the 1950s to the present. Authors include Rulfo, García Márquez, Onetti, Donoso, Vargas Llosa, Sábato, Reynoso, Ribeyro, Piñera, Gutiérrez, Bellatín, Caicedo, and Junot Díaz, among others. (Same as **Spanish 343**.)

Prerequisite: Two of the following: **Spanish 207** (same as **Latin American Studies 207**), **208**, **209** (same as **Latin American Studies 209**) or **210** (same as **Latin American Studies 210**); or permission of the instructor.

348c. The Others: The Nineteenth-Century Latin American Novel. Fall 2010. Gustavo Faverón-Patriau.

Explores different genres and styles of nineteenth-century Latin American prose fiction, focusing on the origins of modern narrative in the region, its connections with European and North American traditions, and the way Latin American writers developed new literary vehicles for the representation of the social realities of their countries. Readings include highlights of the romantic tradition such as Avellaneda's *Sab* and Ricardo Palma's *Tradiciones peruanas*; masterpieces of Gothic naturalism like Cambaceres's *Sin rumbo*; Brazilian canonical novels like Machado de Assis's *Memorias póstumas de Bras de Cubas* as well as the first classics of fantastic fiction by authors like Clemente Palma and Leopoldo Lugones. Conducted in Spanish. (Same as **Spanish 348**.)

Prerequisite: Two of the following: **Spanish 207** (same as **Latin American Studies 207**), **208**, **209** (same as **Latin American Studies 209**) or **210** (same as **Latin American Studies 210**); or permission of the instructor.

[**349c. The Americas as Crossroads: Transnational Histories.** (Same as **Environmental Studies 349** and **History 349**.)]

352c. The Mexican Revolution. Fall 2010. Allen Wells.

An examination of the Mexican Revolution (1910–1920) and its impact on modern Mexican society. Topics include the role of state formation since the revolution, agrarian reform, United States-Mexican relations, immigration, and other border issues. (Same as **History 351**.)

[**356c. The Cuban Revolution.** (Same as **History 356**.)]

401c–402c. Advanced Independent Study in Latin American Studies. The Program.

MATHEMATICS

William Barker, *Department Chair*

Suzanne M. Theberge, *Senior Department Coordinator*

Professors: William Barker, Adam B. Levy†, Rosemary A. Roberts, Mary Lou Zeeman

Associate Professors: Thomas Pietraho, Jennifer Taback

Visiting Faculty: Leon Harkleroad, Michael King, Mohammad Tajdari

Lecturer: Eric Gaze

Fellows: Noah Kieserman, Aba Mbirika

Requirements for the Major in Mathematics

A major consists of at least eight courses numbered **200** or higher, including **Mathematics 200** and **201** (or their equivalents), and a course numbered in the 300s. Students who have already mastered the material in **Mathematics 200** or **201** may substitute a more advanced course after receiving approval from the department chair. Courses must be passed with a C- or better (including Credit) to count toward the major.

A student must submit a planned program of courses to the department when he or she declares a major. That program should include both theoretical and applied mathematics courses, and it may be changed later with the approval of the departmental advisor.

The requirement of a 300-level course is meant to ensure that all majors have sufficient experience in at least one specific area of mathematics. Those areas are algebra (**Mathematics 201, 262, and 302**); analysis (**Mathematics 233, 263, and 303**); applied mathematics (**Mathematics 224, 264, and 304**); probability and statistics (**Mathematics 225, 265, and 305**); and geometry (**Mathematics 247 and 307**).

In exceptional circumstances, a student may substitute a quantitative course from another department for one of the eight mathematics courses required for the major, but such a substitution must be approved in advance by the department. Without specific departmental approval, no course that counts toward another department's major or minor may be counted toward a mathematics major or minor.

Majors who have demonstrated that they are capable of intensive advanced work are encouraged to undertake independent study projects. With the prior approval of the department, such a project counts toward the major requirement and may lead to graduation with honors in mathematics.

Requirements for the Minor in Mathematics

A minor in mathematics consists of a minimum of four courses numbered **200** or higher. Courses must be passed with a C- or better (including Credit) to count toward the minor.

Interdisciplinary Majors

The department participates in interdisciplinary programs in computer science and mathematics and mathematics and economics. See pages 205 and 208.

Recommended Courses

Listed below are some of the courses recommended to students with the indicated interests.

For secondary school teaching:

Computer Science 101, Mathematics 201, 225, 232, 247, 258, 262, 263, 265.

For graduate study:

Mathematics 200, 201, 233, 262, 263, and at least two courses numbered in the 300s.

For engineering and applied mathematics:

Mathematics 201, 204 (same as **Biology 174**), **224, 225, 233, 244, 253, 258, 264, 265, 304.**

For mathematical economics and econometrics:

Mathematics 201, 225, 229, 244, 258, 263, 265, 304, 305, and **Economics 316.**

For statistics:

Mathematics 201, 224, 225, 235, 244, 265, 305.

For computer science:

Computer Science 231, 289; Mathematics 200, 201, 225, 229, 244, 258, 262, 265.

For operations research and management science:

Mathematics 200, 201, 225, 229, 258, 265, 305, and **Economics 316.**

Introductory, Intermediate, and Advanced Courses

50 - MCSR. Quantitative Reasoning. Every semester. Eric Gaze.

Explores the ways and means by which we communicate with numbers; the everyday math we encounter on a regular basis. The fundamental quantitative skill set is covered in depth providing a firm foundation for further coursework in mathematics and the sciences. Topics include ratios, rates, percentages, units, descriptive statistics, linear and exponential modeling, correlation, logic, probability. A project-based course using Microsoft Excel, emphasizing conceptual understanding and application. Reading of current newspaper articles and exercises involving personal finance are incorporated to place the mathematics in real-world context.

[60a - MCSR. Introduction to College Mathematics.]

155a - MCSR. Introduction to Statistics and Data Analysis. Every fall. Rosemary Roberts.

A general introduction to statistics in which students learn to draw conclusions from data using statistical techniques. Examples are drawn from many different areas of application. The computer is used extensively. Topics include exploratory data analysis, planning and design of experiments, probability, one and two sample t-procedures, and simple linear regression. Not open to students who have credit for **Mathematics 165, Psychology 252,** or **Economics 257.**

161a - MCSR. Differential Calculus. Every semester. The Department.

Functions, including the trigonometric, exponential, and logarithmic functions; the derivative and the rules for differentiation; the anti-derivative; applications of the derivative and the

anti-derivative. Four to five hours of class meetings and computer laboratory sessions per week, on average. Open to students who have taken at least three years of mathematics in secondary school.

165a - MCSR. Biostatistics. Every spring. Rosemary Roberts.

An introduction to the statistical methods used in the life sciences. Emphasizes conceptual understanding and includes topics from exploratory data analysis, the planning and design of experiments, probability, and statistical inference. One and two sample t-procedures and their non-parametric analogs, one-way ANOVA, simple linear regression, goodness of fit tests, and the chi-square test for independence are discussed. Four to five hours of class meetings and computer laboratory sessions per week, on average. Not open to students who have credit for **Mathematics 155**, **Psychology 252**, or **Economics 257**.

171a - MCSR. Integral Calculus. Every semester. The Department.

The definite integral; the Fundamental theorems; improper integrals; applications of the definite integral; differential equations; and approximations including Taylor polynomials and Fourier series. Four to five hours of class meetings and computer laboratory sessions per week, on average.

Prerequisite: **Mathematics 161**.

172a - MCSR. Integral Calculus, Advanced Section. Every semester. The Department.

A review of the exponential and logarithmic functions, techniques of integration, and numerical integration. Improper integrals. Approximations using Taylor polynomials and infinite series. Emphasis on differential equation models and their solutions. Four to five hours of class meetings and computer laboratory sessions per week, on average. Open to students whose backgrounds include the equivalent of **Mathematics 161** and the first half of **Mathematics 171**. Designed for first-year students who have completed an AB Advanced Placement calculus course in their secondary schools.

181a - MCSR. Multivariate Calculus. Every semester. The Department.

Multivariate calculus in two and three dimensions. Vectors and curves in two and three dimensions; partial and directional derivatives; the gradient; the chain rule in higher dimensions; double and triple integration; polar, cylindrical, and spherical coordinates; line integration; conservative vector fields; and Green's theorem. Four to five hours of class meetings and computer laboratory sessions per week, on average.

Prerequisite: **Mathematics 171** or **172**.

200a - MCSR. Introduction to Mathematical Reasoning. Every semester. The Department.

An introduction to logical deductive reasoning, mathematical proof, and the fundamental concepts of higher mathematics. Specific topics include set theory, induction, infinite sets, permutations, and combinations. An active, guided discovery classroom format.

Prerequisite: **Mathematics 181** or permission of the instructor.

201a - MCSR. Linear Algebra. Every semester. The Department.

Topics include vectors, matrices, vector spaces, inner product spaces, linear transformations, eigenvalues and eigenvectors, and quadratic forms. Applications to linear equations, discrete dynamical systems, Markov chains, least-squares approximation, and Fourier series.

Prerequisite: **Mathematics 181** or permission of the instructor.

204a - MCSR. Biomathematics. Every fall. Mary Lou Zeeman.

A study of mathematical methods driven by questions in biology. Biological questions are drawn from a broad range of topics, including disease, ecology, genetics, population dynamics, neurobiology, endocrinology, and biomechanics. Mathematical methods include compartmental models, matrices, linear transformations, eigenvalues, eigenvectors, matrix iteration, and simulation; ODE models and simulation, stability analysis, attractors, oscillations and limiting behavior, mathematical consequences of feedback, and multiple time-scales. Three hours of class meetings and two hours of computer laboratory sessions per week. Within the biology major, this course may count as the mathematics credit or as biology credit, but not both. Students are expected to have taken a year of high school or college biology prior to taking this course. Formerly **Mathematics 174**. (Same as **Biology 174**.)

Prerequisite: **Mathematics 161** or higher, or permission of the instructor.

224a - MCSR. Applied Mathematics: Ordinary Differential Equations. Every spring. The Department.

A study of some of the ordinary differential equations that model a variety of systems in the natural and social sciences. Classical methods for solving differential equations with an emphasis on modern, qualitative techniques for studying the behavior of solutions to differential equations. Applications to the analysis of a broad set of topics, including population dynamics, competitive economic markets, and design flaws. Computer software is used as an important tool, but no prior programming background is assumed.

Prerequisite: **Mathematics 181** or permission of the instructor.

225a - MCSR. Probability. Every fall. Rosemary Roberts.

A study of the mathematical models used to formalize nondeterministic or “chance” phenomena. General topics include combinatorial models, probability spaces, conditional probability, discrete and continuous random variables, independence and expected values. Specific probability densities, such as the binomial, Poisson, exponential, and normal, are discussed in depth.

Prerequisite: **Mathematics 181** or permission of the instructor.

227a - MCSR. Elementary Topics in Topology. Every other spring. Spring 2012. The Department.

Topology studies properties of geometric objects that do not change when the object is deformed. The course covers knot theory, surfaces, and other elementary areas of topology.

Prerequisite: **Mathematics 200** or permission of the instructor.

229a - MCSR. Optimization. Every other spring. Spring 2012. The Department.

A study of optimization problems arising in a variety of situations in the social and natural sciences. Analytic and numerical methods are used to study problems in mathematical programming, including linear models, but with an emphasis on modern nonlinear models. Issues of duality and sensitivity to data perturbations are covered, and there are extensive applications to real-world problems.

Prerequisite: **Mathematics 181** or permission of the instructor.

232a - MCSR. Number Theory. Every other fall. Fall 2010. The Department.

A standard course in elementary number theory, which traces the historical development and includes the major contributions of Euclid, Fermat, Euler, Gauss, and Dirichlet. Prime

numbers, factorization, and number-theoretic functions. Perfect numbers and Mersenne primes. Fermat's theorem and its consequences. Congruences and the law of quadratic reciprocity. The problem of unique factorization in various number systems. Integer solutions to algebraic equations. Primes in arithmetic progressions. An effort is made to collect along the way a list of unsolved problems.

Prerequisite: **Mathematics 200** or permission of the instructor.

233a - MCSR. Functions of a Complex Variable. Every other fall. Fall 2011. Thomas Pietraho.

The differential and integral calculus of functions of a complex variable. Cauchy's theorem and Cauchy's integral formula, power series, singularities, Taylor's theorem, Laurent's theorem, the residue calculus, harmonic functions, and conformal mapping.

Prerequisite: **Mathematics 181** or permission of the instructor.

[235a. Exploratory Multivariate Data Analysis.]

244a - MCSR. Numerical Methods. Every other spring. Spring 2012. The Department.

An introduction to the theory and application of numerical analysis. Topics include approximation theory, numerical integration and differentiation, iterative methods for solving equations, and numerical analysis of differential equations.

Prerequisite: **Mathematics 201** or permission of the instructor.

247a - MCSR. Geometry. Every other spring. Spring 2011. The Department.

A survey of modern approaches to Euclidean geometry in two and three dimensions. Axiomatic foundations of metric geometry. Transformational geometry: isometries and similarities. Klein's Erlangen Program. Symmetric figures. Scaling, measurement, and dimension.

Prerequisite: **Mathematics 200** or permission of the instructor.

252a - MCSR. Mathematical Cryptography. Spring 2011. Jennifer Taback.

Classical and modern methods of cryptography and cryptanalysis. Topics include public key cryptography and the RSA encryption algorithm, factoring techniques, and recently proposed cryptosystems based on group theory and graph theory.

Prerequisite: **Mathematics 200** or permission of the instructor.

253a - MCSR. Vector Calculus. Fall 2010. William Barker.

A study of the fundamental concepts of vector calculus based on linear algebra. Topics include the derivative as best affine approximation; higher order derivatives and Taylor approximations; multiple integration and change of variables; vector fields, curl, and divergence; line and surface integration; the integral theorems of Green, Gauss, and Stokes; conservative vector fields; differential forms and the generalized Stokes' theorem; applications in the physical sciences and economics.

Prerequisite: **Mathematics 201.**

258a - MCSR. Combinatorics and Graph Theory. Every other spring. Spring 2011. The Department.

An introduction to combinatorics and graph theory. Topics to be covered may include enumeration, matching theory, generating functions, partially ordered sets, Latin squares, designs, and graph algorithms.

Prerequisite: **Mathematics 200** or permission of the instructor.

262a - MCSR. Introduction to Algebraic Structures. Every year. Spring 2011. Jennifer Taback.

A study of the basic arithmetic and algebraic structure of the common number systems, polynomials, and matrices. Axioms for groups, rings, and fields, and an investigation into general abstract systems that satisfy certain arithmetic axioms. Properties of mappings that preserve algebraic structure.

Prerequisite: **Mathematics 200** and **201** or permission of the instructor.

263a - MCSR. Introduction to Analysis. Every year. Fall 2010. Thomas Pietraho.

Emphasizes proof and develops the rudiments of mathematical analysis. Topics include an introduction to the theory of sets and topology of metric spaces, sequences and series, continuity, differentiability, and the theory of Riemann integration. Additional topics may be chosen as time permits.

Prerequisite: **Mathematics 200** or a 200-level mathematics course approved by the instructor.

264a - MCSR. Applied Mathematics: Partial Differential Equations. Every other fall. Fall 2011. Adam Levy.

A study of some of the partial differential equations that model a variety of systems in the natural and social sciences. Classical methods for solving partial differential equations, with an emphasis where appropriate on modern, qualitative techniques for studying the behavior of solutions. Applications to the analysis of a broad set of topics, including air quality, traffic flow, and imaging. Computer software is used as an important tool, but no prior programming background is assumed.

Prerequisite: **Mathematics 201** and **224**, or permission of the instructor.

265a - MCSR. Statistics. Every spring. Rosemary Roberts.

An introduction to the fundamentals of mathematical statistics. General topics include likelihood methods, point and interval estimation, and tests of significance. Applications include inference about binomial, Poisson, and exponential models, frequency data, and analysis of normal measurements.

Prerequisite: **Mathematics 225** or permission of the instructor.

291a–294a. Intermediate Independent Study in Mathematics. The Department.

302a. Advanced Topics in Algebra. Every other spring. Spring 2012. The Department.

Introduction to rings and fields. Vector spaces over arbitrary fields. Additional topics may include Galois theory, algebraic number theory, finite fields, and symmetric functions.

Prerequisite: **Mathematics 262** or permission of the instructor.

303a. Advanced Topics in Analysis. Every other spring. Spring 2011. The Department.

One or more selected topics from analysis. Possible topics include geometric measure theory, Lebesgue general measure and integration theory, Fourier analysis, Hilbert and Banach space theory, and spectral theory.

Prerequisite: **Mathematics 201** and **263**, or permission of the instructor.

304a. Advanced Topics in Applied Mathematics. Every other fall. Fall 2010. The Department.

One or more selected topics in applied mathematics. Material selected from the following: Fourier series, partial differential equations, integral equations, optimal control, bifurcation

theory, asymptotic analysis, applied functional analysis, and topics in mathematical physics.

Prerequisite: **Mathematics 200, 201**, and **224**, or permission of the instructor.

305a. Advanced Topics in Probability and Statistics. Every other fall. Fall 2011. Rosemary Roberts.

One or more specialized topics in probability and statistics. Possible topics include regression analysis, nonparametric statistics, logistic regression, and other linear and nonlinear approaches to modeling data. Emphasis is on the mathematical derivation of the statistical procedures and on the application of the statistical theory to real-life problems.

Prerequisite: **Mathematics 201** and **265**, or permission of the instructor.

307a. Advanced Topics in Geometry. Every other fall. Fall 2011. William Barker.

A survey of affine, projective, and non-Euclidean geometries in two-dimensions, unified by the transformational viewpoint of Klein's Erlanger Program. Special focus will be placed on conic sections. Additional topics: complex numbers in Euclidean geometry, quaternions in three-dimensional geometry, and the geometry of four-dimensional space-time in special relativity. **Mathematics 247** is helpful but not required.

Prerequisite: **Mathematics 200** and **201** or permission of the instructor.

401a–404a. Advanced Independent Study and Honors in Mathematics. The Department.

MUSIC

Robert K. Greenlee, *Department Chair*

Linda Marquis, *Senior Department Coordinator*

Professors: Robert K. Greenlee, Mary Hunter†, Cristle Collins Judd

Associate Professors: James W. McCalla, Vineet Shende

Assistant Professor: Michael Birenbaum Quintero

Senior Lecturer: Anthony F. Antolini

Lecturers: Frank Mauceri, John Morneau, Roland Vazquez, Christopher Watkinson

Visiting Faculty: George Lopez

Requirements for the Major in Music

The music major normally consists of ten academic courses and two performance credits. Most majors follow one of the tracks indicated in the "Sample Majors" listed below, but students are also invited to design a major to suit their own needs. No more than two 100-level courses in addition to **Music 101, 131**, and **151** may be counted toward the major, and two 300-level courses in addition to **Music 451** are normally required of all majors. Honors work normally adds one extra course to the standard ten, and its second semester counts as the senior independent study.

The process for declaring the major is as follows: (1) The student consults with a member of the music faculty as early in the individual's college career as possible. (2) Before declaring a major, the student proposes a list of courses that fulfill the major, or identifies a sample major to follow by submitting a list or sample major announcement to the music department chair or to another member of the department. (3) Upon departmental approval of the list of courses or the particular track, the major declaration is signed by the department chair. Subsequent

alterations to this list of courses are possible only in consultation with the chair of the department or another member of the music faculty.

Sample Sequences of Courses for the Music Major

General Music Major

Music 101, 131 or 211, 151, 203, 302, and 451.

Four electives, including two 200-level courses and one 300-level course. One consecutive year of lessons on the same instrument; one consecutive year in the same ensemble. Honors in music adds one advanced independent study to this list.

Music and Culture

Music 101 or 151, 131, 211; a total of five electives: two or three from the music department (including at least one at the 200 level); and two or three relevant and sequential courses from another department, including at least one at the 200 level; a 200-level independent study combining departmental and extra-departmental perspectives; one course numbered **355–358, and 451;** and one full credit of a non-Western ensemble.

Composition and Theory

Music 101, 151, 203, 218 or 291, 243, one course numbered **250–259, 302, 361, 451,** and one elective, plus the lessons and ensemble required for the general major, above.

European and American Music

Music 101, 131, 151, 203, one course numbered **250–259, 302,** one course numbered **351–354,** two electives (including at least one at the 200 level), **451;** plus the lessons and ensemble required for the general major, above.

Requirements for the Minor in Music

The minor in music consists of six credits (five academic courses and one consecutive year of private lessons or one year of participation in a single ensemble). The five academic courses include **101** and any four others including at least two above the 100 level.

Introductory, Intermediate, and Advanced Courses

61c - VPA. Fundamentals of Music. Every year. Spring 2011. Anthony Antolini.

For the entry-level student. Explores the fundamental elements of music—form, harmony, melody, pitch, rhythm, texture, timbre—and teaches basic skills in reading and writing Western music notation for the purposes of reading, analyzing, and creating musical works.

71a - INS, VPA. Bird Song, Human Song. Spring 2011. Robert Greenlee and Nathaniel Wheelwright.

A study of avian and human melodies, including the mechanics, anatomy, neurobiology, and endocrinology of sound production and recognition in bird and humans; ecological, geographical, and evolutionary contexts of song; and interspecific influences on songs. Songs and calls, identified aurally and through basic music notation, are used to inspire new musical compositions that explore the musical relationships between humans and birds. Requires field trips and anatomy laboratories; no music or biology experience is required or presumed. (Same as **Biology 71** and **Environmental Studies 71.**)

101c - VPA. Theory I: Fundamentals of Music Theory. Every year. Fall 2010. Robert Greenlee.

Designed for students with some beginning experience in music theory and an ability to read music. Covers scales, keys, modes, intervals, and basic tonal harmony. Entrance to the course is determined by a placement exam or permission of the instructor. *To ensure proper placement, students are expected to have taken the music placement examination prior to registering for Music 101.*

102c - VPA. Introduction to Classical Music. Fall 2011. Mary Hunter.

Introduction to some major works and central issues in the canon of Western music, from the middle ages up to the present day. Includes some concert attendance and in-class demonstrations.

105c - VPA. Introduction to Audio Recording Techniques. Every year. Spring 2011. Christopher Watkinson.

Explores the history of audio recording technology as it pertains to music, aesthetic function of recording technique, modern applications of multitrack recording, and digital editing of sound created and captured in the acoustic arena. Topics include the physics of sound, microphone design and function, audio mixing console topology, dynamic and modulation audio processors, studio design and construction, principles of analog to digital (ADA) conversion, and artistic choice as an engineer. Students will create their own mix of music recorded during class time.

Music 120 through 149 cover specific aspects of music history and literature, designed for students with little or no background in music. Course titles and contents may change every semester.

122c - VPA. History of Jazz II. Every other year. Fall 2010. James McCalla.

A survey of jazz's development from the creation of bebop in the 1940s through the present day, e.g., from Charlie Parker and Dizzy Gillespie through such artists as Joshua Redman, James Carter, and the Art Ensemble of Chicago. Emphasis is on musical elements, but includes much attention to cultural and historical context through readings and videos. (Same as **Africana Studies 122.**)

[131c. **Thinking and Writing about Music.**]

133c - VPA. History of the Symphony. Fall 2010. Vineet Shende.

A survey of the symphony orchestra from its seventeenth-century beginnings to what it has become today. While focus will be primarily on the musical changes that this ensemble has undergone over the last four hundred years, these changes will be also viewed through the filters of technology, history, and economics. Compares the Western orchestra to other large, multifamily instrumental ensembles such as the Japanese Gagaku ensemble and the Indonesian Gamelan. Composers to be studied include Lully, Bach, Haydn, Beethoven, Schubert, Berlioz, Rimsky-Korsakov, Mahler, Ravel, Stravinsky, Bartók, Ligeti, Takemitsu, Tower, Adams, and Chen. Includes concert attendance on campus and in Portland.

136c - VPA. Black Musics in Latin America and the Caribbean. Spring 2011. Michael Birenbaum Quintero.

An introduction to various Afro-Latin American and Afro-Caribbean musical forms and some of the issues and debates that surround them. Students examine case studies from the eighteenth to the twenty-first centuries. Some central themes include similarities and differences

in black identity across the Americas, the relative importance of African retentions and New World innovations in the formation of these musical forms, the nature of cultural mixture with indigenous and European forms, the role of music in black religion, and musical dialogues between differently located black populations in the Americas. (Same as **Africana Studies 136** and **Latin American Studies 136**.)

151c - VPA. Write Your Own Beatles Tune: Introductory Practicum in Tonal Music. Every year. Fall 2010. Vineet Shende.

A largely practical, project-oriented course, for students with some basic experience in music. Students learn tonal and basic chromatic vocabulary through writing and performing their own songs, mostly in the style of Lennon, McCartney, and Harrison. Melodic, harmonic, and rhythmic writing, and analysis; bass-line construction; text-setting; and basic keyboard skills are addressed. Small-group and individual lab sessions are scheduled separately.

Prerequisite: **Music 101** or passing grade on the department's music theory placement examination, or permission of the instructor.

201c. Black Women, Politics, Music, and the Divine. Fall 2010. Judith Casselberry.

Examines the convergence of politics and spirituality in the musical work of contemporary Black women singer-songwriters in the United States. Analyzes material that interrogates and articulates the intersections of gender, race, class, and sexuality, generated across a range of religious and spiritual terrains with African diasporic/Black Atlantic spiritual moorings, including Christianity, Islam, and Yoruba. Focuses on material that reveals a womanist (Black feminist) perspective by considering the ways resistant identities shape and are shaped by artistic production. Employs an interdisciplinary approach by incorporating ethnomusicology, anthropology, literature, history, and performance and social theory. Explores the work of Shirley Caesar, The Clark Sisters, Me'shell Ndegeocello, Abby Lincoln, Sweet Honey in the Rock, and Dianne Reeves, among others. (Same as **Africana Studies 201**, **Gender and Women's Studies 207**, and **Religion 201**.)

203c - VPA. Tonal Analysis. Spring 2012. Mary Hunter.

Through a survey of music from Bach to Chopin, the student learns to recognize the basic processes and forms of tonal music, to read a score fluently, and to identify chords and modulations.

Prerequisite: **Music 151**, or **101** with permission of the instructor.

211c - VPA. Introduction to Ethnomusicology. Fall 2010. Michael Birenbaum Quintero.

An introduction to the principal theories and methods of ethnomusicology. Focuses on the foundational texts defining the cultural study of the world's musics, drawing upon concepts and tools from both anthropology and musicology. Addresses issues regarding musical fieldwork, recording, and cultural analysis. Students engage in ethnomusicological field projects to put into practice what they study in the classroom.

Prerequisite: One course in music, or permission of the instructor.

218c - VPA. Introduction to Electronic Music. Fall 2010. Frank Mauerci.

Examination of the history and techniques of electronic and computer music. Topics include compositional aesthetics, recording technology, digital and analog synthesis, sampling, MIDI (Musical Instrument Digital Interface), and computer-assisted composition. Ends with a concert of student compositions.

Prerequisite: **Music 101** or **151**.

224c - VPA. Topics in Jazz History: John Coltrane and Sonny Rollins. Spring 2011. James McCalla.

Tenor sax jazz icons John Coltrane (1926–1967) and Sonny Rollins (b. 1930) had much in common: similar musical trajectories from bebop through almost all of jazz's developments during their lifetimes; early and lasting fame as belonging to the most important figures in American music; and deep personal humility combined with searching spirituality. But the contrasts are equally strong, especially in their approach to composition, improvisation, and performance. Follows their careers and their positions in American music and its broader context from the 1950s to the present. (Same as **Africana Studies 224**.)

Prerequisite: **Music 121** (same as **Africana Studies 121**) or **122** (same as **Africana Studies 122**), or permission of the instructor.

228c - VPA. Shakespeare Musicked. Spring 2011. James McCalla.

For some four hundred years Shakespeare's texts have been a mother lode for composers. Considers a range of compositions on Shakespeare from the early nineteenth century to the present in songs, instrumental music, and theater works (opera, ballet, musicals), considering the musical versions, treatment of Shakespeare's themes and plots, narrative arc and shape, characterization, and so on. Texts may include short lyrics, *A Midsummer Night's Dream*, *Macbeth*, *Othello*, *Romeo and Juliet*, *The Tempest*, and *The Taming of the Shrew*. Composers may include Virgil Thomson, Franz Schubert, Felix Mendelssohn, Benjamin Britten, Giuseppe Verdi, Hector Berlioz, Pyotr Ilich Tchaikovsky, Sergei Prokofiev, Leonard Bernstein, Thomas Adès, Ned Rorem, Duke Ellington, and Cole Porter.

Prerequisite: One course in music.

243c - VPA. Introduction to Composition. Every year. Spring 2011. Vineet Shende.

An introduction to the art of combining the elements of melody, harmony, rhythm, form, and orchestration to create cohesive and engaging music. Students learn techniques for generating and developing musical ideas through exercises and four main compositional assignments: a work for solo instrument, a theme and variations for solo instrument and piano, a song for voice and piano, and a multi-movement work for three to five instruments. Students also learn ways to discuss and critique their own and one another's work. Ends with a concert of student compositions.

Prerequisite: **Music 101** or permission of the instructor.

255c - VPA. The Western Canon. Every other year. Fall 2010. James McCalla.

A historical study of many of the principal works of Western classical music, with special attention to the processes of canon formation and the changes in the canon over time.

Prerequisite: **Music 203**.

291c–294c. Intermediate Independent Study in Music. The Department.

302c. Chromatic Harmony. Spring 2011. Vineet Shende.

A compositional study of the stylistic traits of the late common-practice period in Western Europe. In addition to frequent short exercises, aural drill, and keyboard studies, students write three compositions in the style of the late romantic era: a song or character piece, a portion of a sonata, and a scene from an opera.

Prerequisite: **Music 203** or permission of the instructor.

[**353c. Topics in Music History: Mozart's Operas.**]

356c. Issues and Theories in Contemporary Ethnomusicology. Spring 2011. Michael Birenbaum Quintero.

Introduces and examines some of the many issues with which ethnomusicologists have grappled over the last fifteen years. Students will engage with ethnomusicological texts and selected influential works from outside the field to examine particular themes with which recent ethnomusicology has been engaged, including power and resistance; nationalism; taste and subcultures; gender and sexuality; sound and place; globalization and diaspora; intellectual property and “pirate” and alternative forms of musical distribution; cosmopolitanism; cultural policy and politics; and music and violence.

Prerequisite: **Music 211**.

361c. Topics in Music Theory: Orchestration. Every other year. Fall 2011. Vineet Shende.

An in-depth examination of factors to consider when writing for modern orchestral instruments. Students become familiar with all such instruments and arrange and transcribe works for ensembles such as string quartet, woodwind quartet, brass quintet, percussion ensemble, and full orchestra. Students also study scores by composers such as Brahms, Mahler, Ravel, Schoenberg, Stravinsky, and Takemitsu in order to further their knowledge of the techniques of instrumentation.

Prerequisite: **Music 203, 243, or 302**, or permission of the instructor.

401c–404c. Advanced Independent Study and Honors in Music. The Department.

451c. Senior Project in Music. Every spring. The Department.

All senior majors must take this course, which involves either a single semester of independent work or the second semester of an honors thesis. Students meet regularly with each other and at least one faculty member to discuss their work or readings relevant to all senior majors. Must be taken in the spring of the senior year. Open only to senior music majors.

PERFORMANCE STUDIES

Up to six credits of individual performance and ensemble courses together may be taken for *graduation* credit. **Music 385–387** count for academic credit and are thus not included in this limitation. Lessons, large ensembles, chamber ensembles, and jazz ensembles may also be taken as non-credit courses.

285c–289c. Individual Performance Studies. Every semester.

The following provisions govern applied music lessons for credit:

1. Individual performance courses are intended for the continued study of instruments with which the student is already familiar. Students must take at least two consecutive semesters of study on the same instrument to receive one-half credit per semester and to receive the reduced rate. *The first semester of study on the first instrument will be designated Music 285. The second and all subsequent semesters of credit lessons on the same instrument will be designated Music 286. The first semester of study on a different instrument will be designated Music 287. The second and all subsequent semesters of study on that second instrument will be designated Music 288. The number Music 289 is reserved for all semesters of study on a third instrument.*

2. One-half credit is granted for each semester of study. Students are graded with regular course grades. To receive credit, students must register for lessons at the beginning of **each** semester of study in the Office of the Registrar and the Department of Music. *Note: Add/drop dates for lessons are earlier than add/drop dates for other courses. The deadline to add lessons is one week*

from the start of classes, and the deadline to drop lessons is two weeks from the start of classes.

3. Admission is by audition only. Only students who are intermediate or beyond in the development of their skills are admitted.
4. Beginning with the second semester of lessons, students must perform in an end-of-semester public performance. Repertory classes, Lunchbreak Concerts, and other designated music department venues all count as public performances. Such performances must be registered with the department coordinator to count for credit.
5. To receive credit for Individual Performance Studies, the student must complete an academic course in the music department (including **Music 385**) within the first year and a half of study, or by graduation, whichever comes first.
6. Students taking lessons for credit pay a fee of \$487 for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge.
7. Student Recitals. In most circumstances, a student is required to take **Music 385–387** (see below) in order to perform a solo recital. In some cases, however, a student may be allowed to perform a recital without taking **Music 385–387**, subject to permission of the instructor, availability of suitable times, and contingent upon a successful audition in the music department. The student is expected to arrange for an accompanist (who must play for the audition) and pay any accompanist's fees.

385c–387c - VPA. Advanced Individual Performance Studies. Every semester.

Prerequisite: **Music 286**.

1. This option for private study is open only to students already advanced on their instruments. Students may take one or more semesters of this option. **Music 386** may be repeated for credit. *The first semester of study will be designated **Music 385**. The second and all subsequent semesters of private lessons on the same instrument will be designated **Music 386**. The number **387** is reserved for all semesters of study on a second instrument.*
2. One credit is granted for each semester of study. Students are graded with regular course grades. To receive credit, students must register for lessons at the beginning of **each** semester of study in the Office of the Registrar and the Department of Music. *Note:* Add/drop dates for lessons are earlier than add/drop dates for other courses. *The deadline to add lessons is one week from the start of classes, and the deadline to drop lessons is two weeks from the start of classes.*
3. Admission is by departmental audition only. Students must audition with a member of the music department before signing up for this option. Subsequent semesters of advanced lessons on the same instrument do not require further auditions.
4. To receive credit for lessons, the student must perform a thirty- to forty-five-minute recital at the end of the semester. The student is expected to write program notes for this recital and other written work acceptable to the faculty advisor.
5. To receive credit, the student must have an advisor from the music department faculty, and be able to demonstrate to that faculty member that he or she understands the structure and/or context of the music. The letter grade will be determined jointly by the applied teacher and the faculty member after the recital.
6. Fees as with half-credit lessons.

Instructors for 2010–2011 include Julia Adams (viola), Christina Astrachan (voice), Naydene Bowder (piano and harpsichord), Christina Chute (cello), Ray Cornils (organ), Matt Fogg

(jazz piano), Allen Graffam (trumpet), Steve Grover (percussion), Anita Jerosch (low brass), Timothy Johnson (voice), John Johnstone (classical guitar), David Joseph (bassoon), Stephen Keckemethy (violin), George Lopez (piano), Greg Loughman (electric bass), Tracey MacLean (jazz voice), Frank Mauceri (jazz saxophone), Kathleen McNerney (oboe), Joyce Moulton (piano), Gilbert Peltola (saxophone and clarinet), Bonnie Scarpelli (voice), Krysia Tripp (flute), Scott Vaillancourt (tuba), and Gary Wittner (jazz guitar).

Ensemble Performance Studies. Every semester.

The following provisions govern ensemble:

1. All ensembles are auditioned. May be repeated for credit; returning students need not normally re-audition.
2. One-half credit may be granted for each semester of study. To receive credit, the student must register for the course in the Office of the Registrar.
3. Grading is Credit/D/Fail.
4. Ensembles meet regularly for a minimum of three hours weekly, inclusive of time without the ensemble director; ensemble directors establish appropriate attendance policies.
5. All ensembles require public performance.

269c. Middle Eastern Ensemble. Robert Greenlee.

271c. Chamber Choir. Robert Greenlee.

273c. Chorus. Anthony Antolini.

275c. Concert Band. John Morneau.

277c. Ensemble Performance. Roland Vazquez.

281c. World Music Ensemble. Michael Birenbaum Quintero.

283c. Jazz Ensembles. Frank Mauceri.

NEUROSCIENCE

Richmond R. Thompson, *Program Director*

Julie J. Santorella, *Program Coordinator*

Professor: Patsy S. Dickinson† (Biology)

Associate Professors: Hadley Wilson Horch (Biology), Richmond R. Thompson (Psychology)

Assistant Professor: Seth Ramus (Psychology)

Fellow: Lisa Mangiamele

Laboratory Instructor: Nancy J. Curtis

Contributing Faculty: Bruce D. Kohorn, Samuel P. Putnam, Mary Lou Zeeman

Requirements for the Major in Neuroscience

The major consists of twelve courses, including nine core courses and three electives from the lists to follow. Advanced placement credits may not be used to fulfill any of the course requirements for the major. Independent study in neuroscience may be used to fulfill one of the two elective credits. If students place out of **Psychology 101** or **Biology 109**, twelve courses related to neuroscience must still be completed.

COURSES OF INSTRUCTION

Note: The information provided below is a listing of required and elective courses for the major in neuroscience. These courses are offered by other departments and programs within the College. Please refer to the departments of Biology, Chemistry, Mathematics, Physics, and Psychology for further information, including course descriptions, instructors, and semesters when these courses will next be offered.

I. CORE COURSES

Introductory Level and General Courses:

Biology 109a - MCSR, INS. Scientific Reasoning in Biology or Biology 102a - MCSR, INS. Biological Principles II

Chemistry 225a. Organic Chemistry I

Psychology 101b. Introduction to Psychology

Psychology 252a - MCSR. Data Analysis or Mathematics 165a - MCSR. Biostatistics

Introductory Neuroscience Course:

Biology 213a - MCSR, INS. Neurobiology or Psychology 218a. Physiological Psychology

Mid-level Neuroscience Courses:

Three of the following:

Biology 253a. Neurophysiology

Biology 266a. Molecular Neurobiology

Psychology 275a - INS. Laboratory in Behavioral Neuroscience: Social Behavior

Psychology 276a - INS. Laboratory in Behavioral Neuroscience: Learning and Memory

Advanced Neuroscience Course:

One of the following:

[**Biology 325a. Topics in Neuroscience**]

[**Biology 329a. Neuronal Regeneration**]

[**Psychology 313a. Advanced Seminar in Behavioral Neuroscience**]

Psychology 315a. Hormones and Behavior

Psychology 316a. Comparative Neuroanatomy

Psychology 318a. Neuroethology (same as Biology 318)

Psychology 319a. Memory and Brain

II. ELECTIVES

Three electives may be chosen from the courses listed above (but not already taken) or below:

Biology 101a - MCSR, INS. Biological Principles I

Biology 212a - MCSR, INS. Genetics and Molecular Biology

Biology 214a - MCSR, INS. Comparative Physiology

Biology 217a - MCSR, INS. Developmental Biology

Biology 224a - MCSR, INS. Biochemistry and Cell Biology

Biology 333a. Advanced Cell and Molecular Biology

Chemistry 232a - MCSR. Biochemistry

Computer Science 355a. Cognitive Architecture

Mathematics 204a - MCSR. Biomathematics (same as **Biology 174)**

Physics 104a - MCSR, INS. Introductory Physics II

Psychology 210b. Infant and Child Development

Psychology 216b. Cognitive Psychology

Psychology 251b. Research Design in Psychology

Psychology 259b/260b. Abnormal Psychology

Psychology 270b. Laboratory in Cognition

Neuroscience 291a–294a. Intermediate Independent Study

Neuroscience 401a–404a. Advanced Independent Study and Honors

PHILOSOPHY

Lawrence H. Simon, *Department Chair*

Emily C. Briley, *Department Coordinator*

Professor: Scott R. Schon

Associate Professors: Lawrence H. Simon (Environmental Studies), Matthew F. Stuart

Assistant Professor: Sarah O'Brien Conly†

Visiting Faculty: Jason Bowers

Requirements for the Major in Philosophy

The major consists of eight courses, which must include **Philosophy 111, 112, and 223**; at least one other course from the group numbered in the 200s; and two from the group numbered in the 300s. The remaining two courses may be from any level. Courses in which D grades are received are not counted toward the major.

Requirements for the Minor in Philosophy

The minor consists of four courses, which must include **Philosophy 111 and 112** and one course from the group numbered in the 200s. The fourth course may be from any level. Courses in which D grades are received are not counted toward the minor.

First-Year Seminars

Topics in first-year seminars change from time to time but are restricted in scope and make no

pretense to being an introduction to the whole field of philosophy. They are topics in which contemporary debate is lively and as yet unsettled and to which contributions are often being made by more than one field of learning. For a full description of first-year seminars, see pages 147–58.

13c. The Souls of Animals. Fall 2010. Matthew Stuart.

[15c. Altruism.]

16c. Personal Ethics. Fall 2011. Matthew Stuart.

[18c. Love.]

Introductory Courses

Introductory courses are open to all students regardless of year and count towards the major. They do not presuppose any background in philosophy and are good first courses.

111c. Ancient Philosophy. Every fall. Fall 2010. Jason Bowers.

The sources and prototypes of Western thought. We try to understand and evaluate Greek ideas about value, knowledge, and truth.

112c. Modern Philosophy. Every spring. Spring 2011. Matthew Stuart.

A survey of seventeenth- and eighteenth-century European philosophy, focusing on discussions of the ultimate nature of reality and our knowledge of it. Topics include the nature of the mind and its relation to the body, the existence of God, and the free will problem. Readings from Descartes, Locke, Hume, Kant, and others.

[120c. Moral Problems.]

142c. Philosophy of Religion. Spring 2011. Scott R. Schon.

Does God exist? Can the existence of God be proven? Can it be disproven? Is it rational to believe in God? What does it *mean* to say that God exists (or does not exist)? What distinguishes religious beliefs from non-religious beliefs? What is the relation between religion and science? Approaches these and related questions through a variety of historical and contemporary sources, including philosophers, scientists, and theologians. (Same as **Religion 142**.)

145c. Truth and Morality: One, Many, or None? Spring 2012. Scott Schon.

If we disagree about whether or not the earth is flat, or whether Obama was born in Kenya, it seems that we are disagreeing about something to which there is a single true answer; we can't all be right. On the other hand, when we contemplate the complexity of cultural diversity and worldviews in different times and places, it might seem implausible that there is a true moral view that applies to everyone at all times. Investigates whether there is moral truth: whether there are objective moral truths that hold for everyone, whether moral truth is somehow relative to particular cultures or whether there is no such thing as truth or morality. Readings from mostly contemporary sources.

152c. Death. Fall 2010. Matthew Stuart.

Considers distinctively philosophical questions about death: Do we have immortal souls? Is immortality even desirable? Is death a bad thing? Is suicide morally permissible? Does the inevitability of death rob life of its meaning? Readings from historical and contemporary sources.

Intermediate Courses

200c. History, Freedom, and Reason. Fall 2010. Lawrence H. Simon.

What are the causes of historical development? Is history progressive? Do freedom and reason manifest themselves in history? A study of the development of political philosophy and philosophy of history in nineteenth-century German philosophy from Kant through Hegel to Marx.

210c. Philosophy of Mind. Fall 2011. Scott Sehon.

We see ourselves as rational agents: we have beliefs, desires, intentions, wishes, hopes, etc. We also have the ability to perform actions, seemingly in light of these beliefs, desires, and intentions. Is our conception of ourselves as rational agents consistent with our scientific conception of human beings as biological organisms? Can there be a science of the mind and, if so, what is its status relative to other sciences? What is the relationship between mind and body? How do our mental states come to be about things in the world? How do we know our own minds, or whether other people even have minds? Readings primarily from contemporary sources.

220c. Bioethics. Fall 2011. Sarah Conly.

Examines issues central for physicians, biological researchers, and society: cloning, genetic engineering, biological patenting, corporate funding for medical research, use of experimental procedures, and others.

[221c. History of Ethics.]

222c. Political Philosophy. Spring 2011. Lawrence H. Simon.

Examines some of the major issues and concepts in political philosophy, including freedom and coercion, justice, equality, and the nature of liberalism. Readings primarily from contemporary sources.

223a - MCSR. Logic. Every fall. Fall 2010. Scott R. Sehon.

The central problem of logic is to determine which arguments are good and which are bad. To this end, we introduce a symbolic language and rigorous, formal methods for seeing whether one statement logically implies another. We apply these tools to a variety of arguments, philosophical and otherwise. We also demonstrate certain theorems about the formal system we construct.

225c. Philosophy of Science. Spring 2011. Scott R. Sehon.

Science is often thought of as the paradigm of rational inquiry, as a method that gives us an unparalleled ability to understand the nature of the world. Others have doubted this rosy picture, and have emphasized historical and sociological aspects of the practice of science. Investigates the nature of science and scientific thought by looking at a variety of topics, including the demarcation of science and non-science, relativism and objectivity, logical empiricism, scientific revolutions, and scientific realism.

[226c. Knowledge and Its Sources.]

227c. Metaphysics. Spring 2011. Jason Bowers.

Metaphysics is the study of very abstract questions about reality. What does reality include? What is the relation between things and their properties? What is time? Do objects and persons have temporal parts as well as spatial parts? What accounts for the identity of persons over time? What is action, and do we ever act freely?

229c. Philosophy in the Twentieth Century. Spring 2012. Matthew Stuart.

An examination of some key figures and works in the development of analytic philosophy. Particular attention is given to theory about the nature of physical reality and our perceptual knowledge of it, and to questions about the nature and function of language. Readings from Bertrand Russell, G. E. Moore, W. V. O. Quine, Gilbert Ryle, and others.

233. Intermediate Logic. Spring 2012. Scott R. Sehon.

Investigates several philosophically important results of modern logic, including Gödel's incompleteness theorems, the Church-Turing Theorem (that there is no decision procedure for quantificational validity), and Tarski's theorem (the indefinability of truth for formal languages). Discusses both the mathematical content and philosophical significance of these results.

Prerequisite: **Philosophy 223** or permission of the instructor.

241c. Philosophy of Law. Spring 2012. Sarah Conly.

An introduction to legal theory. Central questions include: What is law? What is the relationship of law to morality? What is the nature of judicial reasoning? Particular legal issues include the nature and status of privacy rights (e.g., contraception, abortion, and the right to die); the legitimacy of restrictions on speech and expression (e.g., pornography, hate speech); the nature of equality rights (e.g., race and gender); and the right to liberty (e.g., homosexuality).

[249c - ESD, IP. **African Philosophy.** (Same as **Africana Studies 249.**)]

258c. Environmental Ethics. Spring 2011. Lawrence H. Simon.

What things in nature have moral standing? What are our obligations to them? How should we resolve conflicts among our obligations? After an introduction to ethical theory, topics to be covered include anthropocentrism, the moral status of nonhuman sentient beings and of nonsentient living beings, preservation of endangered species and the wilderness, holism versus individualism, the land ethic, and deep ecology. (Same as **Environmental Studies 258.**)

291c–294c. Intermediate Independent Study in Philosophy. The Department.

Advanced Courses

Although courses numbered in the 300s are advanced seminars primarily intended for majors in philosophy, adequately prepared students from other fields are also welcome. Besides stated prerequisites, at least one of the courses from the group numbered in the 200s will also be found a helpful preparation.

[315c. **The Good Life.**]

320. Metaphilosophy. Fall 2011. Matthew Stuart.

Metaphilosophy asks philosophical questions about the nature of philosophy itself: What makes a question, or a theory, a philosophical one? Do philosophical questions share a common subject matter? Does their solution involve a distinctive methodology? Do philosophical questions have determinate answers? Can philosophy give us important truths about the world, or does it only explore the meanings of words?

325c. Utilitarianism and Its Critics. Spring 2012. Sarah Conly.

How should we decide what to do? Utilitarianism is the view that the right act is the act that produces the greatest happiness of the greatest number—an appealing view in many respects, since we do want to be happy. However, it doesn't give much respect to the value of

the individual or the value of liberty. Utilitarians argue that happiness is so desirable that it is worth sacrificing these other things. Examines the arguments in the debate between those who value only the maximization of happiness and those who think happiness must sometimes take second place to other things.

Prerequisite: One course in philosophy numbered **100** or higher or permission of the instructor.

332c. Origins of Analytic Philosophy. Fall 2010. Scott R. Sehon.

An examination of the beginnings of analytic philosophy. Examines the major works in the analytic tradition from 1879 through the middle of the twentieth century, including works by Gottlob Frege, Bertrand Russell, Ludwig Wittgenstein, A. J. Ayer, Rudolf Carnap, and W. V. Quine. Topics include objectivity and truth; the foundations of mathematics; and the nature of language, theories, evidence, and meaning.

Prerequisite: **Philosophy 223** or permission of the instructor.

[334c. Free Will.]

337c. Hume. Spring 2011. Matthew Stuart.

An examination of the whole arc of Hume's philosophy, including his metaphysics and epistemology, his theory of the passions, and his moral philosophy. Readings will be drawn from his early masterpiece, the *Treatise of Human Nature*, and from later works including his two *Enquiries* and the *Dissertation of the Passions*.

Prerequisite: **Philosophy 112** or permission of the instructor.

[340c. Contemporary Ethical Theory.]

[375c. Metaphysics of the Self.]

[392c. Advanced Topics in Environmental Philosophy. (Same as **Environmental Studies 392.**)]

401c–404c. Advanced Independent Study and Honors in Philosophy. The Department.

PHYSICS AND ASTRONOMY

Thomas Baumgarte, *Department Chair*

Dominica Lord-Wood, *Department Coordinator*

Professors: Thomas Baumgarte, Stephen G. Naculich, Dale A. Syphers*

Associate Professors: Mark O. Battle†, Madeleine E. Msall

Visiting Faculty: Bruce L. Brandt, Roberto Salgado

Lecturer: Karen Topp

Laboratory Instructors: Kenneth Dennison, Gary L. Miers

The major program depends to some extent on the student's goals, which should be discussed with the department. Those who intend to do graduate work in physics or an allied field should plan to do an honors project. For those considering a program in engineering, consult pages 41–42. A major with an interest in an interdisciplinary area such as geophysics, biophysics, or oceanography will choose appropriate courses in related departments. Secondary school teaching requires a broad base in science courses, as well as the necessary courses for

teacher certification. For a career in industrial management, some courses in economics and government should be included.

Requirements for the Major in Physics

A student majoring in physics is expected to complete **Mathematics 161, 171, Physics 103, 104, 223, 229**, one 300-level methods course (**Physics 300, 301, or 302**), and three additional approved courses higher than **104** (one of which may be **Mathematics 181** or higher). At least five physics courses must be taken at Bowdoin.

For honors work, a student is expected to complete **Mathematics 181**, and **Physics 103, 104, 223, 229, 300, 310, 451**, and four additional courses, two of which must be at the 300 level, and one of which may be in mathematics numbered higher than **Mathematics 181**.

Requirements for the Minor in Physics

The minor consists of at least four Bowdoin physics courses numbered **103** or higher, one of which must be **Physics 104**.

Interdisciplinary Majors

The department participates in interdisciplinary programs in chemical physics and earth and oceanographic science and physics. See page 205.

Prerequisites

Students must earn a grade of C- or above in any prerequisite physics course.

Introductory, Intermediate, and Advanced Courses

[**50a** - MCSR, INS. **Physics of Musical Sound**.]

[**62a** - MCSR, INS. **Contemporary Astronomy**.]

[**81a** - INS. **Physics of the Environment**. (Same as **Environmental Studies 81**.)]

93a - MCSR. **Introduction to Physical Reasoning**. Fall 2010. Madeleine Msall.

Climate science. Quantum Physics. Bioengineering. Rocket science. Who can understand it? Anyone with high school mathematics (geometry and algebra) can start. Getting started in physics requires an ability to mathematically describe real world objects and experiences. Prepares students for additional work in physical science and engineering by focused practice in quantitative description, interpretation, and calculation. Includes hands-on measurements, some introductory computer programming, and many questions about the physics all around us. *To ensure proper placement, students are expected to have taken the physics placement examination prior to registering for **Physics 93**.*

103a - MCSR, INS. **Introductory Physics I**. Every semester. Fall 2010. Stephen Naculich and Roberto Salgado. Spring 2011. The Department.

An introduction to the conservation laws, forces, and interactions that govern the dynamics of particles and systems. Shows how a small set of fundamental principles and interactions allow us to model a wide variety of physical situations, using both classical and modern concepts. A prime goal of the course is to have the participants learn to actively connect the concepts with the modeling process. Three hours of laboratory work per week. *To ensure proper placement, students are expected to have taken the physics placement examination prior to registering for **Physics 103**.*

Prerequisite: Previous credit or concurrent registration in **Mathematics 161** or higher, or permission of the instructor.

104a - MCSR, INS. Introductory Physics II. Every semester. Fall 2010, Madeleine Msall. Spring 2011. The Department.

An introduction to the interactions of matter and radiation. Topics include the classical and quantum physics of electromagnetic radiation and its interaction with matter, quantum properties of atoms, and atomic and nuclear spectra. Three hours of laboratory work per week will include an introduction to the use of electronic instrumentation.

Prerequisite: **Physics 103** and previous credit or concurrent registration in **Mathematics 171, 172, or 181**, or permission of the instructor.

162a - INS. Stars and Galaxies. Every spring. The Department.

A quantitative introduction to astronomy, with emphasis on stars, stellar dynamics, and the structures they form, from binary stars to galaxies. Topics include the night sky, stellar structure and evolution, white dwarfs, neutron stars, black holes, quasars, and the expansion of the universe. Several nighttime observing sessions are required. Intended for both science majors and non-majors who are secure in their mathematical skills. A working familiarity with algebra, trigonometry, geometry, and calculus is expected. Does not satisfy pre-med or other science departments' requirements for a second course in physics.

Prerequisite: **Mathematics 161** or higher, or permission of the instructor.

223a - INS. Electric Fields and Circuits. Every fall. Fall 2010. Karen Topp.

The basic phenomena of the electromagnetic interaction are introduced. The basic relations are then specialized for a more detailed study of linear circuit theory. Laboratory work stresses the fundamentals of electronic instrumentation and measurement with basic circuit components such as resistors, capacitors, inductors, diodes, and transistors. Three hours of laboratory work per week.

Prerequisite: **Physics 104** or permission of the instructor.

224a. Quantum Physics and Relativity. Every spring. The Department.

An introduction to two cornerstones of twentieth-century physics, quantum mechanics, and special relativity. The introduction to wave mechanics includes solutions to the time-independent Schrödinger equation in one and three dimensions with applications. Topics in relativity include the Galilean and Einsteinian principles of relativity, the "paradoxes" of special relativity, Lorentz transformations, space-time invariants, and the relativistic dynamics of particles. Not open to students who have credit for or are concurrently taking **Physics 275, 310, or 375**.

Prerequisite: **Physics 104** or permission of the instructor.

229a. Statistical Physics. Every spring. The Department.

Develops a framework capable of predicting the properties of systems with many particles. This framework, combined with simple atomic and molecular models, leads to an understanding of such concepts as entropy, temperature, and chemical potential. Some probability theory is developed as a mathematical tool.

Prerequisite: **Physics 104** or permission of the instructor.

235a. Engineering Physics. Every other spring. Spring 2012. The Department.

Examines the physics of materials from an engineering viewpoint, with attention to the concepts of stress, strain, shear, torsion, bending moments, deformation of materials, and

other applications of physics to real materials, with an emphasis on their structural properties. Also covers recent advances, such as applying these physics concepts to ultra-small materials in nano-machines. Intended for physics majors and architecture students with an interest in civil or mechanical engineering or applied materials science.

Prerequisite: **Physics 104** or permission of the instructor.

240a. Modern Electronics. Every other spring. Spring 2011. The Department.

A brief introduction to the physics of semiconductors and semiconductor devices, culminating in an understanding of the structure of integrated circuits. Topics include a description of currently available integrated circuits for analog and digital applications and their use in modern electronic instrumentation. Weekly laboratory exercises with integrated circuits.

Prerequisite: **Physics 103** or **104**, or permission of the instructor.

250a - MCSR. Acoustics. Every other fall. Fall 2011. The Department.

An introduction to the motion and propagation of sound waves. Covers selected topics related to normal modes of sound waves in enclosed spaces, noise, acoustical measurements, the ear and hearing, phase relationships between sound waves, and many others, providing a technical understanding of our aural experiences.

Prerequisite: **Physics 104** or permission of the instructor.

251a. Physics of Solids. Every other spring. Spring 2012. The Department.

Solid state physics describes the microscopic origin of the thermal, mechanical, electrical and magnetic properties of solids. Examines trends in the behavior of materials and evaluates the success of classical and semi-classical solid state models in explaining these trends and in predicting material properties. Applications include solid state lasers, semiconductor devices, and superconductivity. Intended for physics, chemistry, or earth and oceanographic science majors with an interest in materials physics or electrical engineering.

Prerequisite: **Physics 104** or permission of the instructor.

[**257a. Atmosphere and Ocean Dynamics.** (Same as **Earth and Oceanographic Science 257** and **Environmental Studies 253**.)]

262a. Astrophysics. Every other fall. Fall 2010. Thomas Baumgarte.

A quantitative discussion that introduces the principal topics of astrophysics, including stellar structure and evolution, planetary physics, and cosmology.

Prerequisite: **Physics 104** or permission of the instructor.

280a. Nuclear and Particle Physics. Every other spring. Spring 2011. The Department.

An introduction to the physics of subatomic systems, with a particular emphasis on the standard model of elementary particles and their interactions. Basic concepts in quantum mechanics and special relativity are introduced as needed.

Prerequisite: **Physics 224** or permission of the instructor.

291a–294a. Intermediate Independent Study in Physics. The Department.

Topics to be arranged by the student and the faculty. If the investigations concern the teaching of physics, this course may satisfy certain of the requirements for the Maine State Teacher's Certificate. Students doing independent study normally have completed a 200-level physics course.

300a. Methods of Theoretical Physics. Every fall. Fall 2010. Thomas Baumgarte.

Mathematics is the language of physics. Similar mathematical techniques occur in different areas of physics. A physical situation may first be expressed in mathematical terms, usually in the form of a differential or integral equation. After the formal mathematical solution is obtained, the physical conditions determine the physically viable result. Examples are drawn from heat flow, gravitational fields, and electrostatic fields.

Prerequisite: **Physics 104** and **Mathematics 181**, or permission of the instructor.

301a. Methods of Experimental Physics. Every spring. The Department.

Intended to provide advanced students with experience in the design, execution, and analysis of laboratory experiments. Projects in optical holography, nuclear physics, cryogenics, and materials physics are developed by the students.

Prerequisite: **Physics 223** or permission of the instructor.

302a. Methods of Computational Physics. Every other fall. Fall 2011. The Department.

An introduction to the use of computers to solve problems in physics. Problems are drawn from several different branches of physics, including mechanics, hydrodynamics, electromagnetism, and astrophysics. Numerical methods discussed include the solving of linear algebra and eigenvalue problems, ordinary and partial differential equations, and Monte Carlo techniques. Basic knowledge of a programming language is expected.

Prerequisite: **Physics 104** or permission of the instructor.

310a. Quantum Mechanics. Every fall. Fall 2010. Stephen Naculich.

A mathematically rigorous development of quantum mechanics, emphasizing the vector space structure of the theory through the use of Dirac bracket notation. Linear algebra will be developed as needed.

Prerequisite: **Physics 224** and **300**, or permission of the instructor.

320a. Electromagnetic Theory. Every other spring. Spring 2012. The Department.

First the Maxwell relations are presented as a natural extension of basic experimental laws; then emphasis is given to the radiation and transmission of electromagnetic waves.

Prerequisite: **Physics 223** and **300**, or permission of the instructor.

357a. The Physics of Climate. Every other spring. Spring 2012. The Department.

A rigorous treatment of the earth's climate, based on physical principles. Topics include climate feedbacks, sensitivity to perturbations, and the connections between climate and radiative transfer, atmospheric composition, and large-scale circulation of the oceans and atmospheres. Anthropogenic climate change will also be studied. (Same as **Earth and Oceanographic Science 357** and **Environmental Studies 357**.)

Prerequisite: **Physics 229**, **257**, or **300**, or permission of the instructor.

370a. Advanced Mechanics. Every other spring. Spring 2011. The Department.

A thorough review of particle dynamics, followed by the development of Lagrange's and Hamilton's equations and their applications to rigid body motion and the oscillations of coupled systems.

Prerequisite: **Physics 300** or permission of the instructor.

375a. General Relativity. Every other spring. Spring 2011. The Department.

First discusses special relativity, introducing the concept of four-dimensional spacetime. Then develops the mathematical tools to describe spacetime curvature, leading to the formulation of Einstein's equations of general relativity. Finishes by studying some of the most important astrophysical consequences of general relativity, including black holes, neutron stars, and gravitational radiation.

Prerequisite: **Physics 224** and **300** or permission of the instructor.

401a–404a. Advanced Independent Study in Physics. The Department.

Topics to be arranged by the student and the faculty. Students doing advanced independent study normally have completed a 300-level physics course.

451a–452a. Honors in Physics. The Department.

Programs of study are available in semiconductor physics, microfabrication, superconductivity and superfluidity, astrophysics, relativity, ultrasound, and atmospheric physics. Work done in these topics normally serves as the basis for an honors paper.

Prerequisite: Permission of the instructor.

PSYCHOLOGY

Samuel P. Putnam, *Department Chair*

Donna M. Trout, *Senior Department Coordinator*

Professors: Barbara S. Held, Louisa M. Slowiaczek

Associate Professors: Suzanne Lovett, Samuel P. Putnam, Paul E. Schaffner**, Richmond R. Thompson (Neuroscience)

Assistant Professor: Seth J. Ramus (Neuroscience)

Fellow: Desdamona Rios (Gender and Women's Studies)

Students in the Department of Psychology may elect a major within the psychology program, or they may elect an interdisciplinary major in neuroscience, sponsored jointly by the departments of Psychology and Biology (see Neuroscience, pages 229). The program in psychology examines contemporary perspectives on principles of human behavior, in areas ranging from cognition, language, development, and behavioral neuroscience to interpersonal relations and psychopathology. Its approach emphasizes scientific methods of inquiry and analysis.

Requirements for the Major in Psychology

The psychology major comprises ten courses. These courses are selected by students with their advisors and are subject to departmental review. Each student must take three core courses: an introductory course, **Psychology 101**, which will serve as a prerequisite to further study in the major; and **Psychology 251** and **252**. These core courses should be completed before the junior year. Students must take three electives numbered **200** or higher. Finally, students must take laboratory and advanced courses. Students have the option of taking either (a) two laboratory courses numbered **260–279** and two advanced (300-level) courses, or (b) three laboratory courses numbered **260–279** and one advanced (300-level) course. Note that either **Psychology 275** or **276**, but not both, may count toward the two- or three-course laboratory-requirement options. Similarly, either **Psychology 320** or **321**, but not both, may count toward the two-

advanced-course-requirement option; and no more than one course from among **Psychology 315, 316, 318** (same as **Biology 318**), and **319** may count toward the two-advanced-course-requirement option. Independent study courses at any level count as electives, but do not count toward the laboratory requirement or the advanced-course requirement. Majors are encouraged to consider an independent study course on a library, laboratory, or field research project during the senior year.

Students who are considering a major in psychology are encouraged to enroll in **Psychology 101** during their first year at Bowdoin and to enroll in **Psychology 251** and **252** during their second year. Students must take **Psychology 251** before **252**. **Psychology 252** must be completed before taking **270** or any 300-level course other than **309**, and **252** must be taken prior to, or concurrent with, **274, 275, 276, and 277**. If possible, students should begin their laboratory work no later than the fall of their junior year. Those who plan to study away from campus for one or both semesters of their junior year should complete at least one laboratory course before leaving for their off-campus experience and plan their courses so that they can complete the major after returning to campus. Students should speak with the chair of the Department regarding their off-campus study plans and transfer of credit toward the major. Laboratory or 300-level courses taken elsewhere are not ordinarily counted toward the major.

Requirements for the Minor in Psychology

The psychology minor comprises six courses, including **Psychology 101, 251, and 252**, and one laboratory course.

Grade Requirements

To fulfill a major (or minor) requirement in psychology, or to serve as a prerequisite for another psychology course, a grade of C- or better must be earned in a course. There is one exception: **Psychology 101** may be taken on a Credit/D/Fail basis, and it will count toward the major (or minor) and serve as a prerequisite for other psychology courses if Credit (CR) is earned in the course.

AP/IB Policy

Students who receive an AP score of 4 or higher on the psychology exam receive one AP credit and are considered to have met the prerequisite for courses requiring **Psychology 101**. This credit also counts toward the major or minor. Students who receive an IB score (higher level) of 5 or higher on the psychology exam receive one IB credit and are considered to have met the prerequisite for courses requiring **Psychology 101**. This credit also counts toward the major or minor. No AP or IB credit for psychology is awarded if a student takes **Psychology 101**. Students do not receive duplicate credit for AP and IB exams in psychology.

Requirements for the Major in Neuroscience

See Neuroscience, pages 229.

COURSES IN PSYCHOLOGY

First-Year Seminars

For a full description of first-year seminars, see pages 147–58.

10b. What's on Your Mind? An Introduction to the Brain and Behavior. Every fall. Seth J. Ramus.

Introductory Courses

101b. Introduction to Psychology. Every semester. The Department.

A general introduction to the major concerns of contemporary psychology, including physiological psychology, perception, learning, cognition, language, development, personality, intelligence, and abnormal and social behavior. Recommended for first- and second-year students. Juniors and seniors should enroll in the spring semester.

Intermediate Courses

210b. Infant and Child Development. Spring 2011. Samuel P. Putnam.

A survey of major changes in psychological functioning from conception through childhood. Several theoretical perspectives are used to consider how physical, personality, social, and cognitive changes jointly influence the developing child's interactions with the environment.

Prerequisite: **Psychology 101.**

211b. Personality. Every fall. Barbara S. Held.

A comparative survey of theoretical and empirical attempts to explain personality and its development. The relationships of psychoanalytic, interpersonal, humanistic, and behavioral approaches to current research are considered.

Prerequisite: **Psychology 101.**

212b. Social Psychology. Every spring. The Department.

A survey of theory and research on individual social behavior. Topics include self-concept, social cognition, affect, attitudes, social influence, interpersonal relationships, and cultural variations in social behavior.

Prerequisite: **Psychology 101** or **Sociology 101.**

214b - ESD. Psychology of Women. Fall 2010. Desdama Rios.

A survey of feminist theories and empirical findings on the psychology of women, as well as controversy related to and current approaches for studying women. Considers how the social construction of gender, the gendered nature of social institutions, and the way that gender intersects with race/ethnicity, sexual orientation, social class, and other social categories contribute to the psychology of women. (Same as **Gender and Women's Studies 214.**)

216b. Cognitive Psychology. Every fall. Louisa M. Slowiaczek.

A survey of theory and research examining how humans perceive, process, store, and use information. Topics include visual perception, attention, memory, language processing, decision making, and cognitive development.

Prerequisite: **Psychology 101.**

218a. Physiological Psychology. Every spring. Richmond R. Thompson.

An introductory survey of biological influences on behavior. The primary emphasis is on the physiological regulation of behavior in humans and other vertebrate animals, focusing on genetic, developmental, hormonal, and neuronal mechanisms. Additionally, the evolution of these regulatory systems is considered. Topics discussed include perception, cognition, sleep, eating, sexual and aggressive behaviors, and mental disorders.

Prerequisite: One of the following: **Psychology 101, Biology 102, 104, 105, or 109.**

[219b. Cultural Psychology.]

251b. Research Design in Psychology. Every fall. Paul Schaffner. Every spring. Louisa M. Slowiaczek.

A systematic study of the scientific method as it underlies psychological research. Topics include prominent methods used in studying human and animal behavior, the logic of causal analysis, experimental and non-experimental designs, issues in internal and external validity, pragmatics of careful research, and technical writing of research reports.

Prerequisite: **Psychology 101.**

252a - MCSR. Data Analysis. Every fall. Suzanne Lovett. Every spring. Seth J. Ramus.

An introduction to the use of descriptive and inferential statistics and design in behavioral research. Weekly laboratory work in computerized data analysis. Required of majors no later than the junior year, and preferably by the sophomore year.

Prerequisite: **Psychology 101**, and one of the following: **Psychology 251, Biology 102, 104, 105, or 109.**

Courses that Satisfy the Laboratory Requirement (except 259)

259b, 260b. Abnormal Psychology. Every spring. Barbara S. Held.

A general survey of the nature, etiology, diagnosis, and treatment of common patterns of mental disorders. The course may be taken for one of two purposes:

259b. Non-laboratory course credit. Participation in the practicum is optional, contingent upon openings in the program.

Prerequisite: **Psychology 211.**

260b. Laboratory course credit. Students participate in a supervised practicum at a local psychiatric unit.

Prerequisite: **Psychology 211 and 251.**

270b. Laboratory in Cognition. Every fall. Louisa M. Slowiaczek.

An analysis of research methodology and experimental investigations in cognition, including such topics as auditory and sensory memory, visual perception, attention and automaticity, retrieval from working memory, implicit and explicit memory, metamemory, concept formation and reasoning. Weekly laboratory sessions allow students to collect and analyze data in a number of different areas of cognitive psychology.

Prerequisite: **Psychology 216, 251, and 252.**

274b. Laboratory in Group Dynamics. Every fall. Paul Schaffner.

Principles and methods of psychological research, as developed in **Psychology 251 and 252**, are applied to the study of small group interaction. Students design, conduct, and report on social behavior research involving an array of methods to shape and assess interpersonal behavior.

Prerequisite: **Psychology 211, 212, or 219; Psychology 251**; and previous credit or concurrent registration in **Psychology 252.**

275a - INS. Laboratory in Behavioral Neuroscience: Social Behavior. Every spring. Richmond R. Thompson.

A laboratory course that exposes students to modern techniques in neuroscience that can be

applied to the study of social behavior. Underlying concepts associated with various molecular, neuroanatomical, pharmacological, and electrophysiological methods are discussed in a lecture format. Students then use these techniques in laboratory preparations that demonstrate how social behavior is organized within the central nervous system of vertebrate animals, including humans.

Prerequisite: **Psychology 218** or **Biology 213**; one of the following: **Psychology 251, Biology 102, 104, 105, or 109**; and previous credit or concurrent registration in **Psychology 252** or **Mathematics 165**.

276a - INS. Laboratory in Behavioral Neuroscience: Learning and Memory. Every fall. Seth J. Ramus.

Explores current research and theories in the neurobiology of learning and memory by examining the modular organization of the brain with an emphasis on a brain systems-level approach to learning and memory, using both lectures and laboratory work. Memory is not a unitary phenomenon, rather, different parts of the brain are specialized for storing and expressing different kinds of memory. In addition to discussing contemporary research, students use modern neuroscientific methods in the laboratory to demonstrate how different memory systems can be dissociated. Techniques include behavioral, neurosurgical, and histological analysis in vertebrate species.

Prerequisite: **Psychology 218** or **Biology 213**; one of the following: **Psychology 251, Biology 102, 104, 105, or 109**; and previous credit or concurrent registration in **Psychology 252** or **Mathematics 165**.

277b. Research in Developmental Psychology. Spring 2012. Samuel P. Putnam.

The multiple methods used in developmental research are examined both by reading research reports and by designing and conducting original research studies. The methods include observation, interviews, questionnaires, lab experiments, among others. Students learn to evaluate the relative strengths and weaknesses of both qualitative and quantitative approaches.

Prerequisite: **Psychology 210, 213, or 215; Psychology 251**; and previous credit or concurrent registration in **Psychology 252**.

Advanced Courses

[307b. **Theories of Counseling and Psychotherapy.**]

309b. Psychotherapy, Psychology, and Philosophy. Fall 2010. Barbara S. Held.

Many clinical psychologists are returning to psychology's roots in philosophy for guidance on how to best understand the nature and purposes of psychotherapy. Considers the clinical, scientific, and underlying philosophical issues that pertain to different systems of psychotherapy. In exploring different approaches to psychotherapy, particular attention is given to such questions as the nature of personhood and the self, methods of obtaining self-knowledge and warrant for claims about self-knowledge, whether humans have free will, the nature of therapeutic change, and the nature of human happiness or well being. Current debates about a proper science of psychotherapy are emphasized.

Prerequisite: **Psychology 213, 259, or 260**, or permission of the instructor.

[313a. **Advanced Seminar in Behavioral Neuroscience.**]

315a. Hormones and Behavior. Every other fall. Fall 2010. Richmond R. Thompson.

An advanced discussion of concepts in behavioral neuroendocrinology. Topics include descriptions of the major classes of hormones, their roles in the regulation of development and adult behavioral expression, and the cellular and molecular mechanisms responsible for their behavioral effects. Hormonal influences on reproductive, aggressive, and parental behaviors, as well as on cognitive processes are considered.

Prerequisite: **Psychology 218** or **Biology 213**; one of the following: **Psychology 251**, **Biology 102**, **104**, **105**, or **109**; and **Psychology 252** or **Mathematics 165**.

316a. Comparative Neuroanatomy. Every other fall. Fall 2011. Richmond R. Thompson.

An advanced discussion of concepts in vertebrate brain organization. The primary emphasis is upon structure/function relationships within the brain, particularly as they relate to behavior. Topics include basic neuroanatomy, brain development and evolution, and the neural circuitry associated with complex behavioral organization. Studies from a variety of animal models and from human neuropsychological assessments are used to demonstrate general principles of brain evolution and function.

Prerequisite: **Psychology 218** or **Biology 213**; one of the following: **Psychology 251**, **Biology 102**, **104**, **105**, or **109**; and **Psychology 252** or **Mathematics 165**.

317b. The Psychology of Language. Every spring. Louisa M. Slowiaczek.

An examination of psychological factors that affect the processing of language, including a discussion of different modalities (auditory and visual language) and levels of information (sounds, letters, words, sentences, and text/discourse). Emphasis is on the issues addressed by researchers and the theories developed to account for our language abilities.

Prerequisite: **Psychology 216**, **251**, and **252**.

318a. Neuroethology. Spring 2011. Lisa A. Mangiamele.

Neuroethology is the study of the neural basis of animal behavior. It approaches studying the nervous system by examining the mechanisms that have evolved to solve problems encountered by animals in their natural environment. Topics include behaviors related to orientation and migration, social communication, feeding, and reproduction. Current scientific literature emphasized. (Same as **Biology 318**.)

Prerequisite: **Psychology 218** or **Biology 213**, and **Psychology 252** or **Mathematics 165**.

319a. Memory and Brain. Every other spring. Spring 2012. Seth J. Ramus.

Advanced seminar exploring the biological basis of learning and memory from a cellular to a systems-level analysis, providing insights into the mechanisms and organization of neural plasticity. Includes topics in molecular neuroscience, neurophysiology, neuropharmacology, and systems neuroscience. Discussions include evaluation of current research and theories, as well as a historical perspective.

Prerequisite: **Psychology 218** or **Biology 213**; one of the following: **Psychology 251**, **Biology 102**, **104**, **105**, or **109**; and **Psychology 252** or **Mathematics 165**.

320b. Social Development. Every fall. Samuel P. Putnam.

Research and theory regarding the interacting influences of biology and the environment as they are related to social and emotional development during infancy, childhood, and adolescence. Normative and idiographic development in a number of domains, including

COURSES OF INSTRUCTION

morality, aggression, personality, sex roles, peer interaction, and familial relationships are considered.

Prerequisite: **Psychology 210, 213, or 215**; and **Psychology 251 and 252**.

321b. Cognitive Development. Every spring. Suzanne Lovett.

Examines the development of cognitive understanding and cognitive processes from infancy through adolescence. Emphasis on empirical research and related theories of cognitive development. Topics include infant perception and cognition, concept formation, language development, theory of mind, memory, problem solving, and scientific thinking.

Prerequisite: **Psychology 210, 213, or 215**; and **Psychology 251 and 252**.

[**325b. Organizational Behavior.**]

[**326b. The Psychology of Stigma.** (Same as **Gay and Lesbian Studies 326** and **Gender and Women's Studies 325.**)]

Independent Study and Honors

291b–294b. Intermediate Independent Study in Psychology. The Department.

401b–404b. Advanced Independent Study and Honors in Psychology. The Department.

RELIGION

Elizabeth A. Pritchard, *Department Chair*

Lynn A. Brettler, *Department Coordinator*

Professor: John C. Holt† (Asian Studies)

Associate Professors: Jorunn J. Buckley, Robert G. Morrison, Elizabeth A. Pritchard

Visiting Faculty: Sunil Goonasekera

The Department of Religion offers students opportunities to study the major religions of the world, East and West, ancient and modern, from a variety of academic viewpoints and without sectarian bias.

Each major is assigned a departmental advisor who assists the student in formulating a plan of study in religion and related courses in other departments. The advisor also provides counsel in career planning and graduate study.

Requirements for the Major in Religion

The major consists of nine courses in religion, including two required courses—**Religion 101: Introduction to the Study of Religion** and **Religion 390: Theories about Religion**. For the seven remaining courses, four courses are to be taken at the 200 level, one in each of the following four designated areas: (1) Asian Religions, (2) Bible and Comparative Studies, (3) Christianity and Gender, and (4) Islam and Post-Biblical Judaism. Majors must also complete an additional 300-level course in religion and two electives at either the 200 or 300 level in religion.

In order to enroll in **Religion 390**, a major normally will be expected to have taken four of the nine required courses. This seminar is also open to qualified non-majors with permission of the instructor. In addition, candidates for honors complete a tenth course, advanced independent

study, as part of their honors projects. (See below, "Honors in Religion.") No more than one first-year seminar may be counted toward the major. No more than three courses taken at other colleges or universities will count toward the major. No courses graded Credit/D/Fail may count towards the major or minor.

Honors in Religion

Students contemplating honors candidacy should possess a record of distinction in departmental courses, including those that support the project, a clearly articulated and well-focused research proposal, and a high measure of motivation and scholarly maturity. Normally, proposals for honors projects shall be submitted for departmental approval along with registration for advanced independent study, and in any case no later than the end of the second week of the semester in which the project is undertaken. It is recommended, however, that honors candidates incorporate work from **Religion 390** as part of their honors projects, or complete two semesters of independent study in preparing research papers for honors consideration. In this latter case, proposals are due no later than the second week of the fall semester of the senior year.

Requirements for the Minor in Religion

A minor consists of five courses—**Religion 101**, three courses at the 200 level or higher (among these three electives, at least one course shall be in Western religions and cultures and one in Asian religions and cultures) and **Religion 390**.

First-Year Seminars

These introductory courses focus on the study of a specific aspect of religion, and may draw on other fields of learning. They are not intended as prerequisites for more advanced courses in the department unless specifically designated as such. They include readings, discussion, reports, and writing. Topics change from time to time to reflect emerging or debated issues in the study of religion. For a full description of first-year seminars, see pages 147–58.

[10c. Seeking a Historical Jesus.]

16c. Sex and the Church. Fall 2010. Elizabeth Pritchard. (Same as **Gay and Lesbian Studies 16** and **Gender and Women's Studies 17**.)

19c. Questioning the Modern. Spring 2011. Elizabeth Pritchard. (See First-Year Seminar Clusters.)

25c. The Islamic Revolution of Iran. Fall 2010. Robert G. Morrison.

Introductory Courses

101c - ESD. Introduction to the Study of Religion. Spring 2011. Jorunn Buckley.

Basic concepts, methods, and issues in the study of religion, with special reference to examples comparing and contrasting Asian and Western religions. Lectures, films, discussions, and readings in a variety of texts such as scriptures, novels, and autobiographies, along with modern interpretations of religion in ancient and contemporary, Asian and Western contexts.

125c - ESD, IP. Entering Modernity: European Jewry. Spring 2011. Susan L. Tananbaum.

Explores Jewish life through the lenses of history, religion, and ethnicity and examines the processes by which governments and sections of the Jewish community attempted to incorporate Jews and Judaism into European society. Surveys social and economic transformations of Jews, cultural challenges of modernity, varieties of modern Jewish religious expression, political

ideologies, the Holocaust, establishment of Israel, and American Jewry through primary and secondary sources, lectures, films, and class discussions. (Same as **History 125**.)

142c. Philosophy of Religion. Spring 2011. Scott R. Sehon.

Does God exist? Can the existence of God be proven? Can it be disproven? Is it rational to believe in God? What does it *mean* to say that God exists (or does not exist)? What distinguishes religious beliefs from non-religious beliefs? What is the relation between religion and science? Approaches these and related questions through a variety of historical and contemporary sources, including philosophers, scientists, and theologians. (Same as **Philosophy 142**.)

Intermediate Courses

Asian Religions (219–229), Bible and Comparative Studies (215, 216, 205, 275), Christianity and Gender (249–259), Islam and Post-Biblical Judaism (207, 208, 210, 232)

201c. Black Women, Politics, Music, and the Divine. Fall 2010. Judith Casselberry.

Examines the convergence of politics and spirituality in the musical work of contemporary Black women singer-songwriters in the United States. Analyzes material that interrogates and articulates the intersections of gender, race, class, and sexuality, generated across a range of religious and spiritual terrains with African diasporic/Black Atlantic spiritual moorings, including Christianity, Islam, and Yoruba. Focuses on material that reveals a womanist (Black feminist) perspective by considering the ways resistant identities shape and are shaped by artistic production. Employs an interdisciplinary approach by incorporating ethnomusicology, anthropology, literature, history, and performance and social theory. Explores the work of Shirley Caesar, The Clark Sisters, Me'shell Ndegeocello, Abby Lincoln, Sweet Honey in the Rock, and Dianne Reeves, among others. (Same as **Africana Studies 201, Gender and Women's Studies 207, and Music 201**.)

[**204c. Science, Magic, and Religion.** (Same as **History 204**.)]

[**205c. Evil in Religious Contexts.**]

207c - ESD. Introduction to Judaism. Spring 2011. Robert G. Morrison.

Surveys Jewish texts, traditions, and beliefs from the end of the Hellenistic period to the origins of the Reform, Reconstructionist, Conservative, and Modern Orthodox movements in Europe and America. With an emphasis throughout on the role of historical drama in Jewish practice, pays special attention to the formation of Rabbinic Judaism, medieval Jewish literature and thought, and to how Jews' historical memory affected their responses to the Enlightenment.

208c - IP. Islam. Fall 2011. Robert G. Morrison.

With an emphasis on primary sources, pursues major themes in Islamic civilization from the revelation of the Qur'an to Muhammad until the present. From philosophy to political Islam, and from mysticism to Muslims in America, explores the diversity of a rapidly growing religious tradition.

210c - IP. Esoteric Themes in Islamic Thought. Spring 2012. Robert G. Morrison.

Explores, historically, the development and growth of Sufism and other esoteric movements of Islam. Questions that will arise include: Do these esoteric and mystical ideas supplant or complement the exoteric practices and beliefs of Islam? Why is Sufism important for Sufis? How do we study religious ideas that thrive, sometimes, on defying description?

215c - ESD. The Hebrew Bible in Its World. Spring 2011. Jorunn Buckley.

Close readings of chosen texts in the Hebrew Bible (i.e., the Old Testament), with emphasis on its Near Eastern religious, cultural, and historical context. Attention is given to the Hebrew Bible's literary forerunners (from c. 4000 B.C.E. onwards) to its "successor," The Dead Sea Scrolls (c. 200 B.C.E. to 200 A.C.E.). Emphasis on creation and cosmologies, gods, and humans, hierarchies, politics, and rituals.

216c - ESD. The New Testament in Its World. Fall 2011. Jorunn Buckley.

Situates the Christian New Testament in its Hellenistic cultural context. While the New Testament forms the core of the course, attention is paid to parallels and differences in relation to other Hellenistic religious texts: Jewish, (other) Christian, and pagan. Religious leadership, rituals, secrecy, philosophy of history, and salvation are some of the main themes.

219c. Religion and Fiction in Modern South Asia. Spring 2013. John Holt.

A study of the Hindu and Buddhist religious cultures of modern South Asia as they have been imagined, represented, interpreted, and critiqued in the literary works of contemporary and modern South Asian writers of fiction and historical novels. (Same as **Asian Studies 219.**)

220c - IP. Hindu Literatures. Fall 2012. John Holt.

A reading of various genres of translated Hindu religious literature, including *Rig Veda* hymns, philosophical *Upanishads*, *Yoga Sutras*, the epics *Ramayana* and *Mahabharata*, including the *Bhagavad Gita*, selected myths from the *Puranas*, and poetry and songs of medieval devotional saints. Focuses on development of various types of religious worldviews and religious experiences within Hindu traditions, as reflected in classical Sanskrit and vernacular literature of India. (Same as **Asian Studies 240.**)

221c - IP. Hindu Cultures. Spring 2013. John Holt.

A consideration of various types of individual and communal religious practice and religious expression in Hindu tradition, including ancient ritual sacrifice, mysticism and yoga (meditation), dharma and karma (ethical and political significance), pilgrimage (as inward spiritual journey and outward ritual behavior), puja (worship of deities through seeing, hearing, chanting), rites of passage (birth, adolescence, marriage, and death), etc. Focuses on the nature of symbolic expression and behavior as these can be understood from indigenous theories of religious practice. **Religion 220** is recommended as a previous course. (Same as **Asian Studies 241.**)

222c - ESD, IP. Theravada Buddhism. Fall 2010. Sunil Goonasekera. Fall 2011. John Holt.

An examination of the major trajectories of Buddhist religious thought and practice as understood from a reading of primary and secondary texts drawn from the Theravada traditions of India, Sri Lanka, Thailand, and Burma. (Same as **Asian Studies 242.**)

223c - IP. Mahayana Buddhism. Spring 2012. John Holt.

Studies the emergence of Mahayana Buddhist worldviews as reflected in primary sources of Indian, Chinese, and Japanese origins. Buddhist texts include the *Buddhacarita* ("Life of Buddha"), the *Sukhavati Vyuha* ("Discourse on the 'Pure Land'"), the *Vajraccedika Sutra* (the "Diamond-Cutter"), the *Prajnaparamitra-hrdaya Sutra* ("Heart Sutra of the Perfection of Wisdom"), the *Saddharmapundarika Sutra* (the "Lotus Sutra"), and the *Platform Sutra of the Sixth Patriarch*, among others. (Same as **Asian Studies 223.**)

225c - ESD, IP. Religion and Political Violence in South Asia. Spring 2011. Sunil Goonasekera.

Religion is a universal phenomenon that touches, if not dominates, daily life and is a force that can compel people to be both perpetrators and victims of violence. Sociological and anthropological studies point to social, political, economic, cultural, legal, and psychological facts that propel individuals and groups to use violence and justify its use by bringing violence into a religious context. Seeks to understand the relationship between religion and violence and the causes and effects of that relationship. Specifically addresses these issues in South Asian cultural systems. (Same as **Anthropology 223** and **Asian Studies 226**.)

232c - IP. Approaches to the Qur'an. Fall 2010. Robert G. Morrison.

Explores a variety of approaches to and interpretations of the Qur'an, the foundational text of Islam. Special attention will be paid to the Qur'an's doctrines, to the Qur'an's role in Islamic law, to the Qur'an's relationship to the Bible, and to the Qur'an's historical context. While the Qur'an will be read entirely in English translation, we will explore the role of the Arabic Qur'an in the lives of Muslims worldwide.

250c. Modern Christian Thought. Spring 2011. Elizabeth Pritchard.

Acquaints students with the major figures and trajectories of Christian thought since the Enlightenment. Attention given to the inwardization of religion, secularization, miracles, the issue of authority and the relationship between faith and reason, the claims of Christian supremacy, the association of religion and feeling, and the relationship between religion, ethics, and politics. Authors may include Hume, Kant, Hegel, Schleiermacher, Kierkegaard, Barth, Niebuhr, Cone, and McFague.

251c. Christianity. Fall 2010. Elizabeth Pritchard.

An introduction to the diversity and contentiousness of Christian thought and practice. This diversity is explored through analyses of the conceptions, rituals, and aesthetic media that serve to interpret and embody understandings of Jesus, authority, body, family, and church. Historical and contemporary materials highlight not only conflicting interpretations of Christianity, but the larger social conflicts that these interpretations reflect, reinforce, or seek to resolve.

[252c. **Marxism and Religion.**]

[253c - ESD. **Gender, Body, and Religion.** (Same as **Gender and Women's Studies 256**.)]

[259c. **Religious Toleration and Human Rights.**]

275b - ESD. Comparative Mystical Traditions. Fall 2010. Jorunn Buckley.

Taking a clue from the Greek verb behind the term "mysticism," "to see inwardly" (*muein*), studies primary texts—some "classical," others less well known—with a specific focus on Jewish, Hellenistic, Christian, and Islamic materials. Avoiding "universal" ideas about mystical traditions, places mystical aspects within their specific religious traditions. Focuses on the language(s) of mysticism: how are mystical techniques, training regimens, and experiences expressed in their respective religious-cultural frameworks? Mysticism is seen as separate from modern "self-help" therapies and other ego-enhancing systems. Religious-political aspects of mysticism are treated, especially with respect to certain types of medieval European Christian mysticism.

289c - IP. Construction of the Goddess and Deification of Women in Hindu Religious Tradition. Fall 2011. Sree Padma Holt.

Focuses include (1) an examination of the manner in which the power of the feminine has been expressed mythologically and theologically in Hinduism; (2) how various categories of goddesses can be seen or not as the forms of the "great goddess"; and (3) how Hindu women have been deified, a process that implicates the relationship between the goddess and women. Students read a range of works, primary sources such as *Devi Mahatmya*, biographies and myths of deified women, and recent scholarship on goddesses and deified women. (Same as **Asian Studies 289** and **Gender and Women's Studies 289**.)

291c–294c. Intermediate Independent Study in Religion. The Department.

Advanced Courses

The following courses study in depth a topic of limited scope but major importance, such as one or two individuals, a movement, type, concept, problem, historical period, or theme. Topics change from time to time. **Religion 390** is required for majors, and normally presupposes that four of nine required courses have been taken.

[**318c. Pilgrimage: Narrative and Ritual.** (Same as **Asian Studies 318**.)]

[**330c. Judaism Under Islam.**]

333c. Islam and Science. Spring 2011. Robert Morrison.

Surveys the history of science, particularly medicine and astronomy, within Islamic civilization. Pays special attention to discussions of science in religious texts and to broader debates regarding the role of reason in Islam. Emphasizes the significance of this history for Muslims' self-understanding. Concludes with Muslims' discussions about modern Islamic science and about the role of Western civilization in the Islamic world. Students with a sufficient knowledge of Arabic may elect to read certain texts in Arabic.

390c. Theories about Religion. Fall 2010. Jorunn Buckley.

Seminar focused on how religion has been explained and interpreted from a variety of intellectual and academic perspectives from the sixteenth century to the present. In addition to a historical overview of religion's interpretation and explanation, the focus also includes consideration of postmodern critiques and the problem of religion and violence in the contemporary world.

Prerequisite: **Religion 101**.

401c–404c. Advanced Independent Study and Honors in Religion. The Department.

ROMANCE LANGUAGES

Arielle Saiber, *Department Chair*

Kate Flaherty, *Department Coordinator*

Professors: John H. Turner, William C. VanderWolk

Associate Professors: Elena Cueto-Asín†, Charlotte Daniels, Katherine Dauge-Roth†,

Arielle Saiber, Hanétha Vété-Congolo, Enrique Yepes

Assistant Professors: Nadia V. Celis†, Gustavo Faverón-Patriau

Lecturers: Davida Gavioli, Anna Rein, Eugenia Wheelwright

Visiting Faculty: María Báez Marco, Annelie Curulla, Valérie Guillet, Karen Lindo, Esmeralda A. Ulloa, Carolyn Wolfenzon

Teaching Fellows: Clément Courier, Marine Larzul, Silvia Pisabarro

The Department of Romance Languages offers courses in French, Italian, and Spanish language, literature, and culture. In addition to focusing on developing students' fluency in the languages, the department provides students with a broad understanding of the cultures and literatures of the French-speaking, Italian-speaking, and Spanish-speaking worlds through a curriculum designed to prepare students for teaching, international work, or graduate study. Native speakers are involved in most language courses. Unless otherwise indicated, all courses are conducted in the respective language.

Study Abroad

A period of study in an appropriate country, usually in the junior year, is strongly encouraged for all students of language. Bowdoin College is affiliated with a wide range of excellent programs abroad, and interested students should seek the advice of a member of the department early in their sophomore year to select a program and to choose courses that complement the offerings at the College.

Independent Study

This is an option primarily intended for students who are working on honors projects. It is also available to students who have taken advantage of the regular course offerings and wish to work more closely on a particular topic. Independent study is not an alternative to regular course work. An application should be made to a member of the department prior to the semester in which the project is to be undertaken and must involve a specific proposal in an area in which the student can already demonstrate knowledge.

Honors in Romance Languages

Majors may elect to write an honors project in the department. This involves two semesters of independent study in the senior year and the writing of an honors essay and its defense before a committee of members of the department. Candidates for departmental honors must have an outstanding record in other courses in the department.

Requirements for Majors in the Department of Romance Languages

Students may declare a major in French or in Spanish or in Romance languages (with courses in French, Italian, and Spanish). All majors are expected to achieve breadth in their knowledge of the French-, Italian-, and/or Spanish-speaking worlds by taking courses on the literatures and cultures of these areas from their origins to the present. Students should also take complementary courses in study-away programs or in other departments and programs such as

art history, Latin American studies, history, English, and Africana studies. The major consists of nine courses more advanced than **French 204** or **Spanish 204**.^{*} Students must achieve a grade of C or higher in all prerequisite courses.

All majors in Spanish, French, and Romance languages will complete at least three 300-level courses. No more than two courses may be in independent study, and no fewer than five Bowdoin courses should be taken. Students who study abroad for one semester will receive a maximum of three credits toward the major. Those who study abroad for the academic year will receive a maximum of four credits toward the major.

French Major Requirements

Nine courses higher than **French 204**^{*}, including:

1. At least two of the following five courses: **French 207** (same as **Africana Studies 207** and **Latin American Studies 206**) or **208** or the equivalent in study abroad; and **French 209, 210, or 211**, or the equivalent in study abroad.
2. Three courses at the 300 level, including **French 351** (senior seminar). At least two 300-level courses must be taken at Bowdoin.
3. Students are strongly encouraged to include courses dealing with all periods and several Francophone contexts.

**or eight courses higher than 204 for students beginning in 101, 102, or 203.*

Spanish Major Requirements

Nine courses higher than **Spanish 204**^{*}:

1. **Spanish 205** (same as **Latin American Studies 205**), **209** (same as **Latin American Studies 209**), and **210** (same as **Latin American Studies 210**).
2. Three courses at the 300 level—at least two 300-level courses must be taken at Bowdoin.
3. Students are strongly encouraged to include courses dealing with all periods and several Spanish-speaking contexts.

**or eight courses higher than 204 for students beginning in 101, 102, or 203.*

Romance Languages Major Requirements

Nine courses higher than **204** in at least two languages, including the corresponding requirements below:

1. **French 207** (same as **Africana Studies 207** and **Latin American Studies 206**) or **208** and **209, 210, or 211**, or the equivalent in study abroad
2. **Italian 205** and **208** or the equivalent in study abroad, if combining Spanish or French with Italian
3. **Spanish 209** (same as **Latin American Studies 209**) and **210** (same as **Latin American Studies 210**), or the equivalent in study abroad
4. Three courses at the 300 level. At least two 300-level courses must be taken at Bowdoin.^{*}

Students whose major focus is French will take **French 351 (senior seminar) as one of the 300-level courses.*

Requirements for Minors in Romance Languages

Students may declare a minor in French, Italian, or Spanish. The minor consists of at least three courses at Bowdoin in one language higher than **204**, including one 300-level course. The Italian minor may include one 200-level course from abroad; the 300-level course must be taken at Bowdoin. Courses taken abroad do not count for the French or Spanish minor.

Placement

Entering first-year and transfer students who plan to take French, Italian, or Spanish must take the appropriate placement test, administered online during the summer. Students with questions regarding placement should speak with a faculty member in the department.

FRENCH

First-Year Seminars

For a full description of first-year seminars, see pages 147–58.

[18c. *Don Juan and His Critics.*]

Introductory, Intermediate, and Advanced Courses

101c. Elementary French I. Every fall. Fall 2010. Valérie Guillet.

A study of the basic forms, structures, and vocabulary. Emphasis on listening comprehension and spoken French. Three class hours per week and one weekly conversation session with assistant, plus regular language laboratory assignments. Primarily open to first- and second-year students who have had two years or less of high school French. A limited number of spaces are available for juniors and seniors.

102c. Elementary French II. Every spring. Spring 2011. Charlotte Daniels.

A continuation of **French 101**. A study of the basic forms, structures, and vocabulary. Emphasis on listening comprehension and spoken French. During the second semester, more stress is placed on reading and writing. Three class hours per week and one weekly conversation session with assistant, plus regular language laboratory assignments.

Prerequisite: **French 101** or the equivalent.

203c. Intermediate French I. Every fall. Fall 2010. Karen Lindo and Hanétha Vété-Congolo.

A review of basic grammar, which is integrated into more complex patterns of written and spoken French. Short compositions and class discussions require active use of students' acquired knowledge of French. Three class hours per week and one weekly conversation session with teaching fellow.

Prerequisite: **French 102** or placement.

204c. Intermediate French II. Every spring. Spring 2011. Annelie Curulla and William VanderWolk.

Continued development of oral and written skills; course focus shifts from grammar to reading. Short readings from French literature, magazines, and newspapers form the basis for the expansion of vocabulary and analytical skills. Active use of French in class discussions and conversation sessions with French assistants. Three class hours per week and one weekly conversation session with teaching fellow.

Prerequisite: **French 203** or placement.

205c. Advanced French I. Every fall. Fall 2010. Annelle Curulla and Karen Lindo.

Conversation and composition based on a variety of contemporary films and texts about France and Francophone countries. Grammar review and frequent short papers. Emphasis on student participation including short presentations and debates. Three hours per week plus one weekly viewing session for films and weekly conversation session with teaching fellow.

Prerequisite: **French 204** or placement.

207c - ESD, IP. Francophone Cultures. Every fall. Fall 2010. Hanétha Vété-Congolo.

An introduction to the cultures of various French-speaking regions outside of France. Examines the history, politics, customs, cinema, literature, and the arts of the Francophone world, principally Africa and the Caribbean. Conducted in French. (Same as **Africana Studies 207** and **Latin American Studies 206**.)

Prerequisite: **French 205** or higher, or permission of the instructor.

208c - ESD, IP. Contemporary France through the Media. Every spring. Spring 2011. Annelle Curulla and Charlotte Daniels.

An introduction to contemporary France through newspapers, magazines, television, music, and film. Emphasis is on enhancing communicative proficiency in French and increasing cultural understanding prior to study abroad in France or another Francophone country. Conducted in French.

Prerequisite: **French 205** or higher, or permission of the instructor.

209c - IP. Introduction to the Study and Criticism of Medieval and Early Modern French Literature. Every fall. Fall 2010. Annelle Curulla.

An introduction to the literary tradition of France from the Middle Ages to the French Revolution. Students are introduced to major authors and literary movements in their cultural and historical contexts. Conducted in French.

Prerequisite: **French 205** or higher, or permission of the instructor.

210c - IP. Introduction to the Study and Criticism of Modern French Literature. Every spring. Spring 2011. Karen Lindo.

Introduces students to the literary tradition of the French-speaking world from 1789 to the present. Focus on major authors and literary movements in historical and cultural context. Conducted in French.

Prerequisite: **French 205** or higher, or permission of the instructor.

211c - ESD, IP. Introduction to the Study and Criticism of Francophone Literature. Every spring. Spring 2011. Hanétha Vété-Congolo.

Introduces students to the literary tradition of the contemporary Francophone world. Focuses on major authors and literary movements in historical and cultural context. Conducted in French.

Prerequisite: **French 205** or higher, or permission of the instructor.

[**212c. Third World Feminism.** (Same as **Africana Studies 211**, **Gender and Women's Studies 212**, and **Latin American Studies 212**.)]

309–329. Topics in French and Francophone Literature. Every year. The Department.

Designed to provide students who have a basic knowledge of literature in French the opportunity to study more closely an author, a genre, or a period. Conducted in French.

[309c. Joan of Arc and La Marianne in French Literature and Culture.]

[310c. Censorship and Enlightenment.]

318c. Novel Ways to Love and Die in France. Fall 2010. William VanderWolk.

An examination of how some of the greatest French novelists of the nineteenth and twentieth centuries have portrayed scenes of love and death, with a consequent analysis of the development of the French modern novel, from romanticism to (post)modernism. Authors studied may include Sand, Stendhal, Flaubert, Proust, Gide, Camus, and Duras. Conducted in French.

Prerequisite: Two of the following: **French 207** or **208**, **French 209**, **210**, or **211**, one 300-level course in French; or permission of the instructor.

[319c. Remembering Slavery in the French Tradition.]

[321c. Resistance, Revolt, and Revolution.]

[325c. Witches, Monsters, and Demons: Representing the Occult in Early Modern France.]

[326c. Body Language: Writing Corporeality in Early Modern France.]

327c. Love, Letters, and Lies. Fall 2010. Charlotte Daniels.

A study of memoir novels, epistolary novels (letters), and autobiography. What does writing have to do with love and desire? What is the role of others in the seemingly personal act of "self-expression"? What is the truth value of writing that circulates in the absence of its author? These and other related issues are explored in the works of the most popular writers of eighteenth-century France: Prévost, Graffigny, Laclos, and Rousseau. Conducted in French.

Prerequisite: Two of the following: **French 207** or **208**, **French 209**, **210**, or **211**, one 300-level course in French; or permission of the instructor.

351c. Senior Seminar for French Majors. Every spring. Spring 2011. Hanétha Vété-Congolo.

Theme-based seminar for senior majors. This course is required for the major in French or Romance languages.

401c–404c. Independent Study and Honors in French. The Department.

ITALIAN

101c. Elementary Italian I. Every fall. Fall 2010. Anna Rein and Arielle Saiber.

Three class hours per week, plus weekly drill sessions and language laboratory assignments. Study of the basic forms, structures, and vocabulary. Emphasis is on listening comprehension and spoken Italian.

102c. Elementary Italian II. Every spring. Spring 2011. Davida Gavioli and Arielle Saiber.

Continuation of **Italian 101**. Three class hours per week, plus weekly drill sessions and language laboratory assignments. Study of the basic forms, structures, and vocabulary. More attention is paid to reading and writing.

Prerequisite: **Italian 101** or the equivalent.

203c. Intermediate Italian I. Every fall. Fall 2010. Davida Gavioli.

Three class hours per week and one weekly conversation session with assistant. Aims to increase fluency in both spoken and written Italian. Grammar fundamentals are reviewed. Class

conversation and written assignments are based on contemporary texts of literary and social interest.

Prerequisite: **Italian 102** or placement.

204c. Intermediate Italian II. Every spring. Spring 2011. Anna Rein.

Three class hours per week and one weekly conversation session with assistant. Aims to increase fluency in both spoken and written Italian. Grammar fundamentals are reviewed. Class conversation and written assignments are based on contemporary texts of literary and social interest.

Prerequisite: **Italian 203** or placement.

205c. Advanced Italian I. Every fall. Fall 2010. Arielle Saiber.

Strengthens fluency in reading, writing, and speaking through an introduction to contemporary Italian society and culture. An advanced grammar review is paired with a variety of journalistic and literary texts, visual media, and a novel. Conducted in Italian.

Prerequisite: **Italian 204** or placement.

208c. Introduction to Contemporary Italy: Dalla Marcia alla Vespa. Spring 2011. Davida Gavioli.

In the recent past, Italy has experienced violent political, economic, and cultural changes. In short succession, it experienced Fascist dictatorship, the Second World War, the Holocaust, and Civil War, a passage from Monarchy to Republic, a transformation from a peasant existence to an industrialized society, giving rise to a revolution in cinema, fashion, and transportation. How did all this happen? Who were the people behind these events? What effect did they have on everyday life? Answers these questions, exploring the history and the culture of Italy from Fascism to contemporary Italy, passing through the economic boom, the "Years of Lead," and the Mafia. Students have the opportunity to "relive" the events of the twentieth century, assuming the identity of real-life men and women. Along with historical and cultural information, students read newspaper articles, letters, excerpts from novels and short stories from authors such as Calvino, Levi, Ginzburg, and others, and see films by directors like Scola, Taviani, De Sica, and Giordana.

Prerequisite: **Italian 205** or permission of the instructor.

222c. Dante's *Divine Comedy*. Spring 2011. Arielle Saiber.

One of the greatest works of literature of all times. Dante's *Divine Comedy* leads us through the torture-pits of Hell, up the steep mountain of Purgatory, to the virtual, white-on-white zone of Paradise, and then back to where we began: our own earthly lives. Accompanies Dante on his allegorical journey, armed with knowledge of Italian culture, philosophy, politics, religion, and history. Pieces together a mosaic of medieval Italy, while developing and refining abilities to read, analyze, interpret, discuss, and write about both literary texts and critical essays. Conducted in English.

[251b. **The Culture of Italian Fascism.** (Same as **Anthropology 251**.)]

[308c. **Of Gods, Dons, and Leopards: Literary Representations of Sicily between Reality and Metaphor.**]

[309c. **Introduction to the Study and Criticism of Medieval and Early Modern Italian Literature.**]

311c. “Now a Major Motion Picture!”: Cinema and Modern Literature in Italy. Fall 2010. Davida Gavioli.

“Film adaptation of literature is not a sin”: this remark, with which a critic chose to preface his investigation of the filmic adaptation of literary texts, will be the starting point for the analysis of Italian novels and their cinematic “translations” in the context of diverse styles, viewpoints, and attitudes these films reveal. Narrative texts that will be analyzed, along with their film adaptation, include *La ciociara* by Alberto Moravia, *Il Gattopardo* by Giuseppe Tomasi di Lampedusa, *Sostiene Pereira* by Antonio Tabucchi, *Voci* by Dacia Maraini, and *Gomorra* by Roberto Saviano. Conducted in Italian.

Prerequisite: **Italian 208** or permission of the instructor.

[**314c. Renaissance Italian Theater.**]

[**316c. Red, White, Green, and...Noir: Reading Italy through Crime Fiction.**]

320c. Dante’s *Commedia*. Spring 2011. Arielle Saiber.

One of the greatest works of literature of all times. Dante’s *Divine Comedy* leads us through the torture-pits of Hell, up the steep mountain of Purgatory, to the virtual, white-on-white zone of Paradise, and then back to where we began: our own earthly lives. Accompanies Dante on his allegorical journey, armed with knowledge of Italian culture, philosophy, politics, religion, and history. Pieces together a mosaic of medieval Italy, while developing and refining abilities to read, analyze, interpret, discuss, and write about both literary texts and critical essays.

Conducted in Italian. Italian minors and Romance language majors will attend the **Italian 222** lectures, do their reading and writing in Italian, and attend a weekly discussion section in Italian.

Prerequisite: **Italian 208** or permission of the instructor.

401c–404c. Independent Study in Italian. The Department.

SPANISH

101c. Elementary Spanish I. Every fall. Fall 2010. María Báez Marco.

Three class hours per week and weekly conversation sessions with assistant, plus laboratory assignments. An introduction to the grammar of Spanish, aiming at comprehension, reading, writing, and simple conversation. Emphasis is on grammar structure, with frequent oral drills. **Spanish 101** is open to first- and second-year students who have had less than one year of high school Spanish.

102c. Elementary Spanish II. Every spring. Spring 2011. Genie Wheelwright.

Three class hours per week and weekly conversation sessions with assistant, plus laboratory assignments. An introduction to the grammar of Spanish, aiming at comprehension, reading, writing, and simple conversation. More attention is paid to reading and writing.

Prerequisite: **Spanish 101** or the equivalent.

203c. Intermediate Spanish I. Every fall. Fall 2010. Genie Wheelwright.

Three class hours per week and one weekly conversation session with the teaching assistant. Grammar fundamentals are reviewed. Class conversation and written assignments are based on readings in modern literature.

Prerequisite: **Spanish 102** or placement.

204c. Intermediate Spanish II. Fall 2010. Gustavo Faveron-Patriau. Spring 2011. María Bález Marco.

Three class hours per week and one weekly conversation session with the assistant. Grammar fundamentals are reviewed. Class conversation and written assignments are based on readings in modern literature.

Prerequisite: **Spanish 203** or placement.

205c. Advanced Spanish. Every semester. Fall 2010. John Turner, Carolyn Wolfenzon, and Enrique Yepes. Spring 2011. Carolyn Wolfenzon.

The study of a variety of texts and media, together with an advanced grammar review, designed to increase written and oral proficiency, as well as appreciation of the cultural history of the Spanish-speaking world. Foundational course for the major. Three class hours per week and one weekly conversation session with assistant. (Same as **Latin American Studies 205**.)

Prerequisite: **Spanish 204** or placement.

209c - IP. Introduction to Hispanic Studies: Poetry and Theater. Every semester. Fall 2010. John Turner. Spring 2011. Gustavo Faverón-Patriau and Enrique Yepes.

A chronological introduction to the cultural production of the Spanish-speaking world from pre-Columbian times to the present, with particular emphasis on the analysis of poetry and theater. Examines major literary works and movements in their historical and cultural context. One weekly workshop with assistant in addition to class time. Conducted in Spanish. (Same as **Latin American Studies 209**.)

Prerequisite: **Spanish 205** (same as **Latin American Studies 205**) or permission of the instructor.

210c - IP. Introduction to Hispanic Studies: Essay and Narrative. Every semester. Fall 2010. Esmeralda Ulloa. Spring 2011. Esmeralda Ulloa and Carolyn Wolfenzon.

A chronological introduction to the cultural production of the Spanish-speaking world from pre-Columbian times to the present, with particular emphasis on the analysis of essay and narrative. Examines major literary works and movements in their historical and cultural context. (Same as **Latin American Studies 210**.)

Prerequisite: **Spanish 205** (same as **Latin American Studies 205**) or permission of the instructor.

301–309. Topics in Hispanic Culture. Every year. The Department.

Designed to provide advanced students with an understanding of cultural developments and debates in specific regions of the Spanish-speaking world. Conducted in Spanish.

[**301c. Contemporary Spain: Diversity, Tradition, Change.**]

302c. The Idea of Latin America. Fall 2010. Enrique Yepes.

Studies how the region currently known as “Latin America” has been conceptualized from the fifteenth to the twenty-first centuries. Which geopolitical interests have shaped the idea of a geographical entity called Latin America? What does the term mean in different parts of the world? What has been the fate of alternate terms such as Abya-Yala, Indo-America, just America, Iberian-America, Spanish America, or the Indies? The analysis of various texts (in literature, history, cartography, philosophy, art, film, music, journalism) introduces intellectual

and political debates around these terms, the region's vast diversity, and whether or not it makes sense to consider it a unit. Conducted in Spanish. (Same as **Latin American Studies 302.**)

Prerequisite: **Spanish 205** (same as **Latin American Studies 205**).

310–349. Topics in Hispanic Literary and Cultural Studies. Every year. The Department.

Designed to provide advanced students with the opportunity to deepen the study of specific aspects of the cultural production from the Spanish-speaking world with particular emphasis on literary analysis. Conducted in Spanish.

[**315c. Engaging Neruda's *Canto General*.** (Same as **Latin American Studies 315.**)]

[**318c. A Journey around Macondo: García Márquez and His Contemporaries.** (Same as **Latin American Studies 318.**)]

[**319c. Letters from the Asylum: Madness and Representation in Latin American Fiction.** (Same as **Latin American Studies 319.**)]

[**326c. A Body "of One's Own": Latina and Caribbean Women Writers.** (Same as **Gender and Women Studies 326** and **Latin American Studies 326.**)]

332c. Poetry and Social Activism in Latin America. Spring 2011. Enrique Yepes.

Considers the aesthetic and thematic problems posed by socially committed poetry during the last one hundred years in Spanish America, from the avant-garde to the present. Authors include Mistral, Storni, Vallejo, Neruda, Guillén, Cardenal, Belli, and Parra, among others. (Same as **Latin American Studies 332.**)

Prerequisite: Two of the following: **Spanish 207** (same as **Latin American Studies 207**), **208**, **209** (same as **Latin American Studies 209**) or **210** (same as **Latin American Studies 210**); or permission of the instructor.

[**334c. Góngora and Gongorism.**]

[**337c. Hispanic Short Story.** (Same as **Latin American Studies 337.**)]

339c. Borges and the Borgesian. Spring 2011. Gustavo Faverón-Patriau.

An examination of the Argentinian writer Jorge Luis Borges's work, focusing not only on his short stories, poems, essays, film scripts, interviews, and cinematic adaptations, but also on the writers who had a particular influence on his work. Also studies Latin American, European, and United States writers who were later influenced by the Argentinian master. An organizing concept is Borges's idea that "a writer creates his own precursors. His work modifies our conception of the past, as it will modify the future." (Same as **Latin American Studies 339.**)

Prerequisite: Two of the following: **Spanish 207** (same as **Latin American Studies 207**), **208**, **209** (same as **Latin American Studies 209**), or **210** (same as **Latin American Studies 210**); or permission of the instructor.

341c. Colonial Experience and Post-colonial Perspectives. Fall 2010. Esmeralda Ulloa.

A contextualized study of key texts from the Colonial period with special attention to the way in which our historical and ideological distance informs our readings. How do contemporary scholarship on the concepts of history, text, and power enhance or limit our understanding? Texts include letters and journals of the conquistadors, mestizo narratives of lost empires and cultures, treatises on the legal status of the natives, and narratives of shipwreck and adventure in the New World, among others. (Same as **Latin American Studies 341.**)

Prerequisite: Two of the following: **Spanish 207** (same as **Latin American Studies 207**), **208**,

209 (same as **Latin American Studies 209**) or **210** (same as **Latin American Studies 210**); or permission of the instructor.

343c. Imaginary Cities/Real Cities in Latin America. Fall 2010. Carolyn Wolfenzon.

Examines the representation of urban spaces in Spanish American literature during the last six decades. While mid-twentieth-century fictional towns such as Macondo and Comala tended to emphasize exoticism, marginality, and remoteness, more recent narratives have abandoned the “magical” and tend to take place in metropolitan spaces that coincide with contemporary large cities such as Lima and Buenos Aires. The treatment of social class divisions and transgressions, territoriality, and the impact of the space on the individual experience are studied in novels, short stories, and film from the 1950s to the present. Authors include Rulfo, García Márquez, Onetti, Donoso, Vargas Llosa, Sábato, Reynoso, Ribeyro, Piñera, Gutiérrez, Bellatín, Caicedo, and Junot Díaz, among others. (Same as **Latin American Studies 343**.)

Prerequisite: Two of the following: **Spanish 207** (same as **Latin American Studies 207**), **208**, **209** (same as **Latin American Studies 209**) or **210** (same as **Latin American Studies 210**); or permission of the instructor.

348c. The Others: The Nineteenth-Century Latin American Novel. Fall 2010. Gustavo Faverón-Patriau.

Explores different genres and styles of nineteenth-century Latin American prose fiction, focusing on the origins of modern narrative in the region, its connections with European and North American traditions, and the way Latin American writers developed new literary vehicles for the representation of the social realities of their countries. Readings include highlights of the romantic tradition such as Avellaneda’s *Sab* and Ricardo Palma’s *Tradiciones peruanas*; masterpieces of Gothic naturalism like Cambaceres’s *Sin rumbo*; Brazilian canonical novels like Machado de Assis’s *Memorias póstumas de Bras de Cubas* as well as the first classics of fantastic fiction by authors like Clemente Palma and Leopoldo Lugones. Conducted in Spanish. (Same as **Latin American Studies 348**.)

Prerequisite: Two of the following: **Spanish 207** (same as **Latin American Studies 207**), **208**, **209** (same as **Latin American Studies 209**) or **210** (same as **Latin American Studies 210**); or permission of the instructor.

401c–404c. Independent Study and Honors in Spanish. The Department.

RUSSIAN

Raymond H. Miller, *Department Chair*

Tammis L. Lareau, *Department Coordinator*

Professor: Jane E. Knox-Voina

Associate Professor: Raymond H. Miller

Requirements for the Major in Russian Language and Literature

The Russian major consists of ten courses (eleven for honors). These include **Russian 101**, **102**, **203**, and **204**; four courses in Russian higher than **Russian 204**; and two approved courses in either Russian literature in translation or Slavic civilization, or approved related courses in government, history, or economics (e.g., **History 218**, **The History of Russia, 1825–1936**).

Interdisciplinary Major

The department participates in an interdisciplinary major in Eurasian and East European studies. See pages 206–08.

Study Abroad

Students are encouraged to spend at least one semester in Russia. There are several approved summer and one-semester Russian-language programs in Moscow, St. Petersburg, Voronezh, and Irkutsk that are open to all students who have taken the equivalent of two or three years of Russian. Programs should be discussed with the Russian department. Students returning from study abroad will be expected to take two courses in the department unless exceptions are granted by the chair. Two of the four semester credits from a one-semester study abroad program may be counted toward both the Eurasian and East European major and the Russian major; four credits may be counted toward a Russian major from a year-long program.

Advanced Independent Study

This is an option intended for students who wish to work on honors projects or who have taken advantage of all the available regular course offerings and wish to work more closely on a particular topic already studied. Independent study is not an alternative to regular course work. Application should be made to a member of the department prior to the semester in which the project is to be undertaken and must involve a specific proposal in an area in which the student can already demonstrate basic knowledge. Two semesters of advanced independent studies are required for honors in Russian. Petition for an honors project must be made in the spring of the junior year.

Requirements for the Minor in Russian

The minor consists of seven courses (including the first two years of Russian).

Courses Taught in English Translation

The department offers courses in English that focus on Russian history, literature, and culture. These may be taken by non-majors and include a series of 200-level courses: **Russian 220–251**.

First-Year Seminars

22c. “It Happens Rarely, Maybe, but It Does Happen”—Fantasy and Satire in East Central Europe. Every other fall. Fall 2010. Raymond Miller.

Courses in Russian for Majors and Minors

101c. Elementary Russian I. Every fall. Fall 2010. Jane Knox-Voina.

Emphasis on the acquisition of language skills through imitation and repetition of basic language patterns; multimedia material (seeing and making short film clips); the development of facility in speaking through interactive dialogues and understanding simple Russian. Conversation hour with native speaker.

102c. Elementary Russian II. Spring 2011. Jane Knox-Voina.

Continuation of **Russian 101**. Emphasis on the acquisition of language skills through imitation and repetition of basic language patterns; multimedia material (seeing and making short film clips); the development of facility in speaking through interactive dialogues and understanding simple Russian. Conversation hour with native speaker.

Prerequisite: **Russian 101** or permission of the instructor.

203c. Intermediate Russian I. Every fall. Fall 2010. Raymond Miller.

A continuation of **Russian 101, 102**. Emphasis on maintaining and improving the student's facility in speaking and understanding normal conversational Russian. Writing and reading skills are also stressed. Conversation hour with native speaker.

Prerequisite: **Russian 102** or permission of the instructor.

204c. Intermediate Russian II. Spring 2011. Raymond Miller.

A continuation of **Russian 203**. Emphasis on maintaining and improving the student's facility in speaking and understanding normal conversational Russian. Writing and reading skills are also stressed. Conversation hour with native speaker.

Prerequisite: **Russian 203** or permission of the instructor.

291c–294c. Intermediate Independent Study in Russian. The Department.

Upon demand, this course may be conducted as a small seminar for several students in areas not covered in the above courses (e.g., the Russian media or intensive language study).

Prerequisite: **Russian 305** or permission of the instructor.

305c. Advanced Reading and Composition in Russian. Every fall. Fall 2010. Raymond Miller.

Intended to develop the ability to read Russian at a sophisticated level by combining selected language and literature readings, grammar review, and study of Russian word formation. Discussion and reports in Russian. Conversation hour with native speaker.

Prerequisite: **Russian 204** or permission of the instructor.

307c. Russian Folk Culture. Every other year. Fall 2012. Raymond Miller.

A study of Russian folk culture: folk tales, fairy tales, legends, and traditional oral verse, as well as the development of folk motives in the work of modern writers. Special emphasis on Indo-European and Common Slavic background. Reading and discussion in Russian. Short papers.

Prerequisite: **Russian 305** or permission of the instructor.

309c. Nineteenth-Century Russian Literature. Fall 2011. Raymond Miller.

A survey of Russian prose of the nineteenth century. Special attention paid to the development of Russian realism. Writers include Pushkin, Lermontov, Gogol', Turgenev, Dostoevsky, and Tolstoy.

Prerequisite: **Russian 305** or permission of the instructor.

310c. Modern Russian Literature. Every other spring. Spring 2011. Jane Knox-Voina.

An introduction to twentieth-century Russian literature from Symbolism to Postmodernism. Reading of poetry by Blok, Akhmatova, Mayakovsky, Evtushenko, and Okudzhava, along with short prose by Zamiatin, Babel, Zoshchenko, Kharmis, Shalamov, Aksenov, Shukshin, Petrushevskaya, Tolstaya, Ulitskaya, Sadur, and Pelevin. Close readings of the assigned works are viewed alongside other artistic texts and cultural phenomena, including the bard song, film, conceptual and *sots-art*, and rock- and pop-music.

Prerequisite: **Russian 305** or permission of the instructor.

316c. Russian Poetry. Spring 2012. Jane Knox-Voina.

Examines various nineteenth- and twentieth-century Russian poets, including Pushkin, Lermontov, Blok, and Mayakovsky. Earlier history of Russian verse is also discussed. Includes study of Russian poetics and the cultural-historical context of each poet's work. Reading and discussion are in Russian. Short papers.

Prerequisite: **Russian 305**, or permission of the instructor.

401c–404c. Advanced Independent Study and Honors in Russian. The Department.

Individual research in Russian studies. Major sources should be read in Russian. A two-semester project is necessary for honors in Russian.

Prerequisite: One course in Russian higher than **305** and permission of the instructor.

IN ENGLISH TRANSLATION

220c - IP. Nineteenth-Century Russian Literature. Every other fall. Fall 2011. Raymond Miller.

Traces the development of Russian realism and the Russian novel in the context of contemporary intellectual history. Specific topics include the Russian response to Romanticism; the rejection of Romanticism in favor of the "realistic" exposure of Russia's social ills; Russian nationalism and literary Orientalism; the portrayal of women and their role in Russian society; the reflection of contemporary political controversies in Russian writing. Authors include Pushkin, Gogol', Lermontov, Belinsky, Turgenev, Dostoevsky, and Tolstoy. Russian majors are required to do some reading in Russian.

221c - IP, VPA. Soviet Worker Bees, Revolution, and Red Love in Russian Film. Fall 2010. Jane Knox-Voina.

Explores twentieth-century Russian society through critical analysis of film, art, architecture, music, and literature. Topics include scientific utopias, eternal revolution, individual freedom versus collectivism, conflict between the intelligentsia and the common man, the "new Soviet woman," nationalism, the thaw and double think, stagnation of the 1970s, post-glasnost sexual liberation, and black hole post-soviet film. Works of Eisenstein, Vertov, Pudovkin, Tarkovsky, Kandinsky, Chagall, Mayakovsky, Bulgakov, Pasternak, Brodsky, Akhmatova, Solzhenitsyn, Petrushevskaya, and Tolstaya. Weekly film viewings. Russian majors are required to do some reading in Russian. (Same as **Gender and Women's Studies 220**.)

Note: May be counted towards a minor in film studies.

223c. Dostoevsky and the Novel. Spring 2011. The Department.

Examines Fyodor Dostoevsky's later novels. Studies the author's unique brand of realism ("fantastic realism," "realism of a higher order"), which explores the depths of human psychology and spirituality. Emphasis on the anti-Western, anti-materialist bias of Dostoevsky's quest for meaning in a world growing increasingly unstable, violent, and cynical. Special attention is given to the author's treatment of urban poverty and the place of women in Russian society. (Same as **Gender and Women's Studies 221**.)

224c. Dostoevsky or Tolstoy. Every other spring. Spring 2012. Raymond Miller.

Explores and compares two giants of Russian literature, Lev Tolstoy and Fyodor Dostoevsky. Their works are read for their significance, both to Russian cultural history and to European thought; special attention is paid to the portrayal of women and women's issues by both

authors. Part I studies Dostoevsky's quest for guiding principles of freedom and love in a world of growing violence, cynicism, and chaos. "The Woman Question" emerges as a constant subject: Dostoevsky particularly concerned himself with the suffering of poor and humiliated women. A close reading of several short works and the novel *Brothers Karamazov* set in their historical and intellectual framework. Emphasis on the novelist's struggle between Western materialistic individualism and Eastern voluntary self-renunciation. Examines Dostoevsky's "fantastic realism" as a polyphony of voices, archetypes, and religious symbols. Part II studies Tolstoy's development both as a novelist and a moral philosopher. Examines several works, the most important being the novel *Anna Karenina*, with special emphasis on the tension between Tolstoy-the-artist and Tolstoy-the-moralist. Discussion of the writer's role as "the conscience of Russia" in the last thirty years of his life, as well as his influence on such figures as Gandhi and Martin Luther King. (Same as **Gender and Women's Studies 217**.)

[226c. **Engineering Human Souls: Stalinist Culture and Russian Society.**]

251c - IP, VPA. Russia's "Others": Siberia and Central Asia through Film and Literature.
Spring 2011. Jane Knox-Voina.

Films, music, short stories, folklore, and art are analyzed for the construction of national identity of Asian peoples from the Caucasus to the Siberian Bering Straits—Russia and the Former Central Asia (the "stans" and Mongolia). Themes: Multicultural conflicts along the Silk Road, the transit zone linking West to East. Changing roles of Asian women as cornerstone for nations. Survival and role of indigenous peoples in solving cultural, economic, and geopolitical issues facing the twenty-first century. Arrival of "outsiders": from early traders and Siberian settlers to exiled convicts; from early conquerors to despotic Bolshevik rulers, from Genghis Khan to Stalin. Impact of Soviet collectivization, industrialization, and modernism on traditional beliefs, the environment, subsistence indigenous cultures, and Eastern spiritualities (Islam, shamanism). Questions how film and literature both tell and shape the story of "nations." Films include S. Bodrov's *Prisoner of the Mountains (Caucasus)* and *Mongol*; V. Pudovskii's *Storm Over Asia*, A. Kurosawa's *Dersu Uzala*, N. Mikhalkov's *Close to Eden*, A. Konchalovskiy's *Siberiade*, G. Omarova's *Schizo*. (Same as **Gender and Women's Studies 243**.)

Note: May be counted towards a minor in film studies.

SOCIOLOGY AND ANTHROPOLOGY

Susan A. Kaplan, *Department Chair*

Lori B. Quimby, *Department Coordinator*

Professors: Susan E. Bell, Sara A. Dickey**, Scott MacEachern, Craig A. McEwen, Nancy E. Riley†

Associate Professors: Pamela Ballinger†, Joe Bandy†, Susan A. Kaplan, Krista E. Van Vleet

Assistant Professors: Dhiraj Murthy, Ingrid A. Nelson

Visiting Faculty: Jan M. Brunson, Wendy Christensen, Debra Guckenheimer, H. Roy Partridge Jr., Chad Uran

Requirements for the Major

In consultation with an advisor, each student plans a major program that will nurture an understanding of society and the human condition, demonstrate how social and cultural knowledge are acquired through research, and enrich his or her general education. On the

practical level, a major program prepares the student for graduate study in sociology or anthropology and contributes to preprofessional programs such as law and medicine. It also provides background preparation for careers in urban planning, public policy, the civil service, social work, business or personnel administration, social research, law enforcement and criminal justice, the health professions, journalism, secondary school teaching, and development programs.

A student may choose either of two major programs or two minor programs:

The major in sociology consists of ten courses, including **Sociology 101, 201, 211, and 310**. One or two of the ten courses may be advanced courses from anthropology (or, if approved by the department chair, from related fields to meet the student's special interests) or off-campus study courses (with departmental approval). In all cases, at least seven of the courses counted toward the major must be Bowdoin sociology courses. **Sociology 201** should be taken in the sophomore year.

The major in anthropology consists of nine courses, including **Anthropology 101, 102, 201, 203, and 310**, and one course with an area focus. Students are urged to complete **Anthropology 101, 102, 201, and 203** as early as possible. One or two of the nine courses may be taken from the advanced offerings in sociology and/or, with departmental approval, from off-campus study programs. In all cases, at least seven of the courses counted toward the major must be Bowdoin anthropology courses.

Requirements for the Minor

The minor in sociology consists of five sociology courses, including **Sociology 101, 201, and 211**, and two other sociology courses. One of the elective courses may be from off-campus study.

The minor in anthropology consists of five anthropology courses, including **Anthropology 101 and 203**, either **102 or 201**, and an area study course. One of the elective courses may be from off-campus study.

For the *anthropology* major or minor program, one semester of independent study may be counted. For the *sociology* major program, two semesters of independent study may be counted, while for the minor program one semester may be counted.

Core Courses

The core courses in *sociology* (**101, 201, 211, and 310**) and the core courses in *anthropology* (**101, 102, 201, 203, and 310**) must be taken at Bowdoin. Courses in which CR (Credit) grades are received do not count toward the major or minor. In order for a course to fulfill the major or minor requirements in sociology or anthropology, a grade of C- or above must be earned in that course.

Off-Campus Study

Study away in a demanding academic program can contribute substantially to a major in sociology and anthropology. Students are advised to plan study away for their junior year. A student should complete either the **Sociology 201** or **Anthropology 201** research methods course, depending on their major, before studying away. Students must obtain provisional approval for their study away courses in writing by department faculty before they leave for study away, and then seek final approval upon their return to Bowdoin.

Departmental Honors

Students distinguishing themselves in either major program may apply for departmental honors. Awarding of the degree with honors will ordinarily be based on grades attained in major courses and a written project (emanating from independent study), and will recognize the ability to work creatively and independently and to synthesize diverse theoretical, methodological, and substantive materials.

SOCIOLOGY

First-Year Seminars

For a full description of first-year seminars, see pages 147–58.

10b. Racism. Fall 2010. Spring 2011. Roy Partridge. (Same as **Africana Studies 10.**)

22b. In the Facebook Age. Fall 2010. Dhiraj Murthy.

Introductory, Intermediate, and Advanced Courses

101b. Introduction to Sociology. Fall 2010. Debra Guckenheimer and Ingrid Nelson. Spring 2011. Susan Bell.

The major perspectives of sociology. Application of the scientific method to sociological theory and to current social issues. Theories ranging from social determinism to free will are considered, including the work of Marx, Weber, Durkheim, Merton, and others. Attention is given to such concepts as role, status, society, culture, institution, personality, social organization, the dynamics of change, the social roots of behavior and attitudes, social control, deviance, socialization, and the dialectical relationship between individual and society.

120b - ESD. War and Media. Fall 2010. Wendy Christensen.

The role of the media is perhaps never more crucial or contentious than during times of war. Examines how the media shapes war, military conflicts, homeland security, patriotism, and the United States as an international superpower. Included is a history of U.S. news coverage of war and war in popular films (from World War I to the current wars in Iraq and Afghanistan). Particular attention paid to the military's use of the media to shape public opinion (propaganda posters and recruitment advertisements), and how new media technologies change the relationship between the media and the military. Takes an intersectional approach to understanding the relationship between the media and the military, looking at how assumptions about gender, race, and class shape media coverage of war.

201b. Introduction to Social Research. Spring 2011. Ingrid Nelson.

Provides firsthand experience with the specific procedures through which social science knowledge is developed. Emphasizes the interaction between theory and research, and examines the ethics of social research and the uses and abuses of research in policy making. Reading and methodological analysis of a variety of case studies from the sociological literature. Field and laboratory exercises that include observation, interviewing, use of available data (e.g., historical documents, statistical archives, computerized data banks, cultural artifacts), sampling, coding, use of computer, elementary data analysis and interpretation. Lectures, laboratory sessions, and small-group conferences.

Prerequisite: **Sociology 101** or permission of the instructor.

[**204b. Families: A Comparative Perspective.** (Same as **Gender and Women's Studies 204.**)]

[207b - ESD, IP. **Globalization and Identity in the Himalayas.** (Same as **Anthropology 204** and **Asian Studies 204.**)]

208b. Race and Ethnicity. Fall 2010. Ingrid Nelson.

The social and cultural meaning of race and ethnicity, with emphasis on the politics of events and processes in contemporary America. Analysis of the causes and consequences of prejudice and discrimination. Examination of the relationships between race and class. Comparisons among racial and ethnic minorities in the United States. (Same as **Africana Studies 208.**)

Prerequisite: **Sociology 101**, **Africana Studies 101**, or **Anthropology 101**, or permission of the instructor.

211b. Classics of Sociological Theory. Fall 2010. Dhiraj Murthy.

An analysis of selected works by the founders of modern sociology. Particular emphasis is given to understanding differing approaches to sociological analysis through detailed textual interpretation. Works by Marx, Weber, Durkheim, and selected others are read.

Prerequisite: **Sociology 101** or permission of the instructor.

214b. Critical Theory and New Media. Spring 2011. Dhiraj Murthy.

Explores theoretical aspects of new media through specific case studies from social media. Students exposed to key readings in German critical theory including Benjamin, Adorno, and Horkheimer. Uses critical theory to uncover sociological understandings of new media. Race/ethnicity, power, surveillance/privacy, and community are themes used to explore mediated communication. **Sociology 211** is recommended but not required.

Prerequisite: **Sociology 101** or **Anthropology 101**.

215b. Criminology and Criminal Justice. Fall 2010. Craig McEwen.

Focuses on crime and corrections in the United States, with some cross-national comparisons. Examines the problematic character of the definition of "crime." Explores empirical research on the character, distribution, and correlates of criminal behavior, and interprets this research in the light of social structural, cultural, and social psychological theories of crime causation. Discusses the implications of the nature and causes of crime for law enforcement and the administration of justice. Surveys the varied ways in which prisons and correctional programs are organized and assesses research about their effectiveness.

Prerequisite: **Sociology 101** or **Anthropology 101**, or permission of the instructor.

[216b - ESD. **Food, Culture, and Society.** (Same as **Latin American Studies 216.**)]

[217b - ESD. **Overcoming Racism.** (Same as **Africana Studies 217.**)]

218b. Sociology of Law. Spring 2011. Craig McEwen.

An analysis of the development and function of law and legal systems in industrial societies. Examines the relationships between law and social change, law and social inequality, and law and social control. Special attention is paid to social influences on the operation of legal systems and the resultant gaps between legal ideals and the "law in action."

Prerequisite: **Sociology 101** or **Anthropology 101**, or permission of the instructor.

219b - ESD. Sociology of Gender. Fall 2010. Wendy Christensen.

Our ideas about gender—about women, men, masculinity, femininity—organize our social life in important ways that we often do not even notice. Critically examines the ways gender

informs the social world in which we live and how beliefs about gender create and enforce a system of gender difference and inequality. Examines how gender is involved in and related to differences and inequalities in social roles, gender identity, sexual orientation, and social constructions of knowledge. Particular attention paid to exposing the gendered workings of institutions such as the family and the workplace, the link between gender and sexuality, and how race and class inform our ideas about gender. (Same as **Gender and Women's Studies 216**.)

Prerequisite: **Sociology 101** or **Anthropology 101**, and a 200-level course in sociology or **Gender and Women's Studies 101**, or permission of the instructor.

[221b - ESD. **Environmental Inequality and Justice**. (Same as **Environmental Studies 221**.)]

223b - ESD. Cultural Interpretations of Medicine. Fall 2010. Susan Bell.

Explores a series of topics in health studies from the perspectives of the humanities and social sciences: medical ethics, the development and use of reproductive technologies, relationships between doctors and patients, disability, public health, and the experience of illness. Encourages reflection about these topics through ethnographies, monographs, novels, plays, poetry, and visual arts, such as Barker's *Regeneration*, Squiers' *The Body at Risk: Photography of Disorder, Illness, and Healing*, Kafka's *Metamorphosis*, Bosk's *Forgive and Remember*, and Alvord's *The Scalpel and the Silver Bear*. (Same as **Gender and Women's Studies 223**.)

Prerequisite: **Sociology 101** or **Anthropology 101**.

[224b - IP. **Global Health Matters**.]

[227b - IP. **Transnational Race and Ethnicity**. (Same as **Africana Studies 227** and **Asian Studies 263**.)]

236b - IP. South Asian Popular Culture. Spring 2011. Dhiraj Murthy.

Examines transnational South Asian popular culture (encompassing Pakistan, India, Bangladesh, Nepal, Bhutan, and Sri Lanka), as a medium to understand larger sociological themes, including diaspora, "homeland," globalization, identity, class, gender, and exoticization. Music, film, and fashion are the prime cultural modes explored. Largely structured around specific "South Asian" cultural products—such as Bhangra, Asian electronic music, and Bollywood—and their circulation between the subcontinent and South Asian diasporic communities (particularly in Britain). (Same as **Asian Studies 233**.)

Prerequisite: **Sociology 101** or **Anthropology 101**.

241b - ESD. Making Social Change. Fall 2010. Debra Guckenheimer.

Explores how people organize to change the world around them. Focuses on efforts to create progressive social change over the last fifty years including social movements challenging racism, sexism, and global inequalities. Students will speak with local activists and develop a plan for creating effective change around an issue that they care about.

Prerequisite: **Sociology 101** or **Anthropology 101**, or permission of the instructor.

[250b - ESD. **Epidemiology: Principles and Practices**.]

[253b - ESD. **Constructions of the Body**. (Same as **Gay and Lesbian Studies 253** and **Gender and Women's Studies 253**.)]

[254b - ESD, IP. **Gender and Sexuality in Latin America**. (Same as **Anthropology 254**, **Gender and Women's Studies 254**, and **Latin American Studies 257**.)]

[275b - ESD. **Cultural Encounters with/in Hawai'i**.]

[278b - ESD, IP. China, Gender, Family. (Same as Asian Studies 278 and Gender and Women's Studies 278.)]

291b–294b. Intermediate Independent Study in Sociology. The Department.

310b. Advanced Seminar: Current Controversies in Sociology. Spring 2011. Craig McEwen.

Draws together different theoretical and substantive issues in sociology in the United States, primarily since 1950. Discusses current controversies in the discipline, e.g., quantitative versus qualitative methodologies, micro versus macro perspectives, and pure versus applied work.

Prerequisite: **Sociology 211** or permission of the instructor.

[**312b. Resistance and Accommodation: Comparative Perspectives on Gender.** (Same as **Gay and Lesbian Studies 312** and **Gender and Women's Studies 312.**)]

315b. Seeing Social Life. Fall 2010. Susan Bell.

Advanced seminar in visual sociology. In the early twentieth century visual images were included routinely in sociology journals, and photographers worked with sociologists to document rural poverty. In the late twentieth century, sociologists again began to employ visual analysis of organizations, institutions, communities, and popular culture; to use sociological theory in making, interpreting, and presenting visual evidence; and to develop a visual sociological imagination by learning how to read photographs, documentary and popular films, and other media. Why did the sociological imagination become text-based? What do visual images do? Particular attention given to photography and film as resources and topics of sociological knowledge. Readings will include theoretical works about the sociology of knowledge, including the colonial and ethnographic gaze.

Prerequisite: **Sociology 101** or **Anthropology 101** and one of: **Sociology 211**, **Sociology 224** (same as **Gender and Women's Studies 224**), **Sociology 253** (same as **Gay and Lesbian Studies 253** and **Gender and Women's Studies 253**), **Sociology 254** (same as **Anthropology 254**, **Gender and Women's Studies 254**, and **Latin American Studies 257**), **Sociology 312** (same as **Gay and Lesbian Studies 312** and **Gender and Women's Studies 312**), **Anthropology 201**, **Anthropology 203**, **Anthropology 208**, **Gay and Lesbian Studies 201**, **Gender and Women's Studies 201**, **Interdisciplinary Studies 240**, or **Visual Arts 180**.

401b–404b. Advanced Independent Study and Honors in Sociology. The Department.

ANTHROPOLOGY

First-Year Seminars

For a full description of first-year seminars, see pages 147–58.

[**24b. Culture at the Top of the World.**]

Introductory, Intermediate, and Advanced Courses

101b. Introduction to Cultural Anthropology. Fall 2010. Jan Brunson. Spring 2011. The Department.

Cultural anthropology explores the diversities and commonalities of cultures and societies in an increasingly interconnected world. Introduces students to the significant issues, concepts, theories, and methods in cultural anthropology. Topics may include cultural relativism and ethnocentrism, fieldwork and ethics, symbolism, language, religion and ritual, political and economic systems, family and kinship, gender, class, ethnicity and race, nationalism and transnationalism, and ethnographic representation and validity.

102b. Introduction to World Prehistory. Spring 2011. Scott MacEachern.

An introduction to the discipline of archaeology and the studies of human biological and cultural evolution. Among the subjects covered are conflicting theories of human biological evolution, debates over the genetic and cultural bases of human behavior, the expansion of human populations into various ecosystems throughout the world, the domestication of plants and animals, the shift from nomadic to settled village life, and the rise of complex societies and the state.

201b. Anthropological Research. Fall 2010. Sara Dickey.

Anthropological research methods and perspectives are examined through classic and recent ethnography, statistics and computer literacy, and the student's own fieldwork experience. Topics include ethics, analytical and methodological techniques, the interpretation of data, and the use and misuse of anthropology.

Prerequisite: **Anthropology 101.**

202b. Essentials of Archaeology. Fall 2010. Scott MacEachern.

Introduces students to the methods and concepts that archaeologists use to explore the human past. Shows how concepts from natural science, history, and anthropology help archaeologists investigate past societies, reveal the form and function of ancient cultural remains, and draw inferences about the nature and causes of change in human societies over time. Will include a significant fieldwork component, including excavations on campus.

Prerequisite: **Anthropology 102**, or **Archaeology 101** or **102**, or permission of the instructor.

203b. History of Anthropological Theory. Fall 2010. Chad Uran.

An examination of the development of various theoretical approaches to the study of culture and society. Anthropology in the United States, Britain, and France is covered from the nineteenth century to the present. Among those considered are Morgan, Tylor, Durkheim, Boas, Malinowski, Mead, Geertz, and Lévi-Strauss.

Prerequisite: **Anthropology 101.**

[**204b - ESD, IP. Globalization and Identity in the Himalayas.** (Same as **Asian Studies 204** and **Sociology 207.**)]

208b. Natives, Art, and Stereotype. Spring 2011. Chad Uran.

The appropriation of ideas, arts, techniques, words, and rituals from other cultures is an unavoidable consequence of contact between groups. However, as a part of colonization, the appropriation of these more aesthetic phenomena is inextricably tied up with the expropriation of lands, resources, language, religious practices, and even children of Native peoples. Examines the practice of cultural appropriation from an anthropological perspective; cultural appropriation from its philosophical underpinnings; how and where cultural appropriation takes place in terms of the playing out of power differentials; and how the relationship of the taker and the "giver" reinforce domination across both ideological and practical fields of interaction. Examines appropriations of Native cultures across a variety of media, including literature, film, popular culture, and art. Uncovers how cultural appropriation works between the source culture and the representing culture, looking especially at how stereotypes as simplifications of peoples serve to make Natives "conceivable" to non-Natives.

Prerequisite: **Anthropology 101** or **Sociology 101.**

210b - ESD, IP. Global Sexualities, Local Desires. Spring 2011. Krista Van Vleet.

Explores the variety of practices, performances, and ideologies of sexuality through a cross-cultural perspective. Focusing on contemporary anthropological scholarship on sexuality and gender, asks whether Western conceptions of “sexuality,” “sex,” and “gender” help us understand the lives and desires of people in other social and cultural contexts. Topics may include Brazilian transgendered prostitutes (travesti), intersexuality, and the naturalization of sex; “third gendered” individuals and religion in Native North America, India, and Chile; language and the performance of sexuality by drag queens in the United States; transnationalism and the global construction of “gay” identity in Indonesia; lesbian and gay kinship; AIDS in Cuba and Brazil; and Japanese Takarazuka theater. In addition to ethnographic examples of alternative genders and sexualities (so-called “third genders” and non-heterosexual sexualities) in both Western and non-Western contexts, also presents the major theoretical perspectives and methodological approaches used by anthropologists to understand sexuality, and considers how shifts in feminist and queer politics have also required anthropologists to focus on other social differences such as class, race, ethnicity, and post-colonial relations. (Same as **Gay and Lesbian Studies 210** and **Gender and Women’s Studies 210**.)

Prerequisite: **Anthropology 101** or **Sociology 101**, or permission of the instructor.

219b. Anthropology of Science, Sex, and Reproduction. Fall 2010. Jan Brunson.

Explores anthropological approaches to reproductive health and procreation in developed and developing countries. Locates science as one epistemology among many and explores the hegemonic aspects of science in relation to sex and reproduction. Examines sex and reproduction as sites of intervention for public health, development, and biomedical specialists, while also considering local constructions and strategies. Topics include cervical cancer, family planning, and new reproductive technologies. Draws primarily from ethnographies. (Same as **Gender and Women’s Studies 219**.)

Prerequisite: **Anthropology 101** or one of the following: **Anthropology 210** (same as **Gay and Lesbian Studies 210**, **Gender and Women’s Studies 210**, and **Latin American Studies 211**), **Anthropology 237** (same as **Gender and Women’s Studies 237** and **Latin American Studies 237**), **Sociology 224**, or permission of the instructor.

220b. Medical Anthropology. Spring 2011. Jan Brunson.

Introduces the field of medical anthropology, beginning with an overview of the various theoretical approaches to studying health and well-being in cross-cultural perspective. Then examines research within the meaning-centered and critically applied medical anthropology traditions. Explores medical school training and applications within the field of biomedicine. Other important topics include the phenomenological experience of disability, bipolar disorders, and plagues against the issues of global inequity and local beliefs. Readings will consist primarily of ethnographies.

Prerequisite: **Anthropology 101** or **Sociology 101** and one additional course in anthropology or sociology.

221b - ESD. The Rise of Civilization. Spring 2011. Scott MacEachern.

Archaeology began with the study of the great states of the ancient world, with Egypt, Mesopotamia, China, the Maya, and the Aztecs. Examines the origins of civilizations in the Old and New Worlds, using archaeological, historical, and ethnographic data. Reviews the major debates on state formation processes, the question of whether integrated theories of state

formation are possible, and the processes leading to the collapse of state societies.

Prerequisite: **Anthropology 101** or **102**.

223c - ESD, IP: Religion and Political Violence in South Asia. Spring 2011. Sunil Goonasekera.

Religion is a universal phenomenon that touches, if not dominates, daily life and is a force that can compel people to be both perpetrators and victims of violence. Sociological and anthropological studies point to social, political, economic, cultural, legal, and psychological factors that propel individuals and groups to use violence and justify its use by bringing violence into a religious context. Seeks to understand the relationship between religion and violence and the causes and effects of that relationship. Specifically addresses these issues in South Asian cultural systems. (Same as **Asian Studies 226** and **Religion 225**.)

225b - ESD. Transnational Cosmologies: Andean Examples. Fall 2010. Krista Van Vleet.

Explores the ways various religious beliefs and practices have intersected at particular historical moments, using the Andean region as an exemplary case. Examples from pre-Columbian and Inca, Spanish colonial, and contemporary republican periods highlight the continuities and transformations in local and global religious institutions and the significance of religion to political-economic and social relationships. Uses scholarly readings in anthropology, archaeology, and history as well as novels and films to introduce anthropological theories of religion and globalization; analyze local cosmologies, rituals, and conceptions of the sacred alongside institutionalized global religions such as Catholicism and evangelical Protestantism; and interrogate the significance of popular cultural representations of religion to contemporary social, economic, and political processes. (Same as **Latin American Studies 223**.)

Prerequisite: **Anthropology 101** or **102**, or permission of the instructor.

[**229b. Maya Archaeology and Ethnohistory.** (Same as **Latin American Studies 229**.)]

[**231b. Native Peoples and Cultures of Arctic America.** (Same as **Environmental Studies 231**.)]

232b - ESD, IP: Indian Cinema and Society: Industries, Politics, and Audiences. Fall 2010. Sara Dickey.

Explores Indian films, film consumption, and film industries since 1947. Focuses on mainstream cinema in different regions of India, with some attention to the impact of popular film conventions on art cinema and documentary. Topics include the narrative and aesthetic conventions of Indian films, film magazines, fan clubs, cinema and electoral politics, stigmas on acting, filmmakers and filmmaking, rituals of film watching, and audience interpretations of movies. The production, consumption, and content of Indian cinema are examined in social, cultural, and political contexts, particularly with an eye to their relationships to class, gender, and nationalism. Attendance at weekly evening screenings is required. (Same as **Asian Studies 247**.)

Prerequisite: One of the following: **Anthropology 101**, **Sociology 101**, **Film Studies 101** or **202**, one course in Asian studies; or permission of the instructor.

233b - ESD, IP: Peoples and Cultures of Africa. Fall 2010. Scott MacEachern.

Introduction to the traditional patterns of livelihood and social institutions of African peoples. Following a brief overview of African geography, habitat, and cultural history, lectures and readings cover a representative range of types of economy, polity, and social organization, from the smallest hunting and gathering societies to the most complex states and empires. Emphasis upon understanding the nature of traditional social forms. Changes in African societies in the

colonial and post-colonial periods examined, but are not the principal focus. (Same as **Africana Studies 233.**)

Prerequisite: One course in anthropology or **Africana Studies 101.**

237b - ESD, IP. Family, Gender, and Sexuality in Latin America. Fall 2010. Krista Van Vleet.

Focuses on family, gender, and sexuality as windows onto political, economic, social, and cultural issues in Latin America. Topics include indigenous and natural gender ideologies, marriage, race, and class; machismo and masculinity; state and domestic violence; religion and reproductive control; compulsory heterosexuality; AIDS; and cross-cultural conceptions of homosexuality. Takes a comparative perspective and draws on a wide array of sources including ethnography, film, fiction, and historical narrative. (Same as **Gender and Women's Studies 237** and **Latin American Studies 237.**)

Prerequisite: **Anthropology 101** or **Sociology 101**, or permission of the instructor.

238b. Culture and Power in the Andes. Spring 2011. Krista Van Vleet.

Explores the anthropology and history of the Andes, focusing on questions of cultural transformation and continuity in a region that has been integrated into Western markets and imaginations since 1532, when Francisco Pizarro and a band of fewer than two hundred conquistadors swiftly defeated the Inca empire. Focuses on the ethnography, historical analysis, popular culture, and current events of Bolivia, Ecuador, and Peru. Topics include Inca concepts of history; Spanish colonization; Native Andean cultural identity; household and community organization; subsistence economies and ecology; gender, class, and ethnic relations; domestic and state violence; indigenous religion; contemporary political economy; coca and cocaine production; and migration. (Same as **Latin American Studies 238.**)

Prerequisite: **Anthropology 101** or permission of the instructor.

242b. Metaphor, Language, and Identity. Fall 2011. The Department.

Examines the role that metaphor plays in organizing our identities and our views of how the world works. Common metaphors in current use include the obvious ("Time is money") and the subtle (the nation as a body that is "born," "grows," and "gives birth"). Considers theories of language and identity drawn from across the globe that approach various axes of identity such as class, gender, and ethnicity; looks to metaphor as a tool used to understand our place in the world as individuals and as part of groups; examines readings where these understandings of identity conflict with other identities. Reading topics and themes covered may include language politics in the United States, inter-ethnic differences in showing respect, racialized humor, and indigenous language revitalization. Students will develop individual writing projects that draw from coursework.

Prerequisite: **Anthropology 101.**

[**243b. Modernity in South Asia.** (Same as **Asian Studies 232.**)]

[**244b. Peoples and Societies of the Mediterranean.**]

[**251b. The Culture of Italian Fascism.** (Same as **Italian 251.**)]

[**254b - ESD, IP. Gender and Sexuality in Latin America.** (Same as **Gender and Women's Studies 254, Latin American Studies 257, and Sociology 254.**)]

[**256b. African Archaeology: The Roots of Humanity.** (Same as **Africana Studies 256.**)]

[266b. Find a Way or Make One: Arctic Exploration in Cultural, Historical, and Environmental Context. (Same as **Environmental Studies 266.**)

272b - ESD, IP. The Right to Be Cold: Contemporary Arctic Environmental and Cultural Issues. Fall 2010. Susan A. Kaplan and Sheila Watt-Cloutier.

Throughout the Arctic, northern peoples face major environmental changes and cultural and economic challenges. Landscapes, icescapes, and seascapes on which communities rely are being transformed, and arctic plants and animals are being affected. Many indigenous groups see these dramatic changes as endangering their health and cultural way of life. Others see a warming Arctic as an opportunity for industrial development. Addressing contemporary issues that concern northern peoples in general and Inuit in particular involves understanding connections between leadership, global environmental change, human rights, indigenous cultures, and foreign policies, and being able to work on both a global and local level. (Same as **Environmental Studies 272.**)

Prerequisite: **Anthropology 101** or **102**, and **Environmental Studies 101**; or permission of the instructor.

[280b - ESD. Race, Biology, and Anthropology. (Same as **Africana Studies 280.**)

291b–294b. Intermediate Independent Study in Anthropology. The Department.

310b. Contemporary Issues in Anthropology. Spring 2011. The Department.

Close readings of recent ethnographies and other materials are used to examine current theoretical and methodological developments and concerns in anthropology.

Prerequisite: **Anthropology 101, 102, 201, and 203**, or permission of the instructor.

[312b. Cultures Weathering Environmental Change. (Same as **Environmental Studies 312.**)

401b–404b. Advanced Independent Study and Honors in Anthropology. The Department.

THEATER AND DANCE

Roger Bechtel, *Department Chair*

Noma Petroff, *Department Coordinator*

Professors: Davis R. Robinson, June A. Vail

Associate Professor: Roger Bechtel

Assistant Professors: Charlotte M. Griffin, Abigail Killeen

Senior Lecturers: Gwyneth Jones, Paul Sarvis

Lecturers: Judy Gailen, Daphne McCoy, Michael Schiff-Verre

Laboratory Instructor: Deb Puhl

Students may minor in dance or theater. Although no major is offered in the Department of Theater and Dance, students with special interest may, with faculty advice, self-design a major in conjunction with another academic discipline. More information on student-designed majors may be found on page 26.

Interdisciplinary Major

The department participates in an interdisciplinary major in English and theater. See pages 205–06.

DANCE

The dance curriculum provides a coherent course of study through classes in dance technique and repertory, choreography, and dance history, theory, and criticism. The department emphasizes dance's relation to the performing and fine arts and its fundamental connection to the broad liberal arts curriculum. The program's goal is dance literacy and the development of skills important to original work in all fields: keen perception, imaginative problem solving, discipline, and respect for craft.

The foundation for classes in dance technique and repertory is modern dance, a term designating a wide spectrum of styles. The program focuses on an inventive, unrestricted approach to movement informed by an understanding of basic dance technique. This offers an appropriate format for exploring the general nature of dance and the creative potential of undergraduates.

Modern technique and repertory courses (**111, 211, 311**; and **112, 212, 312**) earn one-half credit each semester. Each course may be repeated a maximum of four times for credit. Students may enroll in a technique course (**111, 211, 311**) and a repertory course (**112, 212, 312**) in the same semester for *one full academic course credit*. Attendance at all classes is required. Grading is Credit/D/Fail.

Requirements for the Minor in Dance

The minor consists of five course credits: **Dance 101**; **Dance 111/112, 121, 211/212, 221, or 311/312**; **Dance 102, 130** (same as **Theater 130**), **145** (same as **Theater 145**), **150** (same as **Theater 150**), or **160**; and two additional courses at the 200 level or higher.

Students must earn a grade of Credit or C- or better in order to have a course count toward the minor in dance.

First-Year Seminars

For a full description of first-year seminars, see pages 147–58.

10c. Understanding Theater and Dance: Doing, Viewing, and Reviewing. Fall 2010. June Vail. (Same as **Theater 10**.)

Introductory, Intermediate, and Advanced Courses

101c - ESD, VPA. Cultural Choreographies: An Introduction to Dance. Spring 2012. Paul Sarvis.

Dancing is a fundamental human activity, a mode of communication, and a basic force in social life. Investigates dance and movement in the studio and classroom as aesthetic and cultural phenomena. Explores how dance and movement activities reveal information about cultural norms and values and affect perspectives in our own and other societies. Using ethnographic methods, focuses on how dancing maintains and creates conceptions of one's own body, gender relationships, and personal and community identities. Experiments with dance and movement forms from different cultures and epochs—for example, the hula, New England contradance, classical Indian dance, Balkan kolos, ballet, contact improvisation, and African American dance forms from swing to hip-hop—through readings, performances, workshops in the studio, and field work. (Same as **Gender and Women's Studies 102**.)

102c - VPA. Making Dances. Every year. Fall 2010. Charlotte Griffin and Paul Sarvis.

Explores ways of choreographing dances and multimedia performance works, primarily solos, duets, trios. A strong video component introduces students—regardless of previous experience

in dance—to a wide range of compositional methods that correspond to creative process in other arts: writing, drawing, composing. Includes some reading, writing, and discussion, as well as work with visiting professional dance companies and attendance at live performances.

104c. Stagecraft. Every year. Fall 2010. Michael Schiff-Verre.

Introduction to the language, theory, and practice of technical theater. Hands-on experience in lighting, scenic and property construction, costuming, and stage management. Considers the possibilities, demands, and limits inherent in different forms of performance and performance spaces, and explores the job roles integral to theater and dance production. Includes forty hours of laboratory work. Grading is Credit/D/Fail. (Same as **Theater 104**.)

111c - VPA. Introductory Dance Technique. Every semester. The Department.

Classes in modern dance technique include basic exercises to develop dance skills such as balance and musicality. More challenging movement combinations and longer dance sequences build on these exercises. While focusing on the craft of dancing, students develop an appreciation of their own styles and an understanding of the role of craft in the creative process. During the semester, a historical overview of twentieth-century American dance on video is presented. Attendance at all classes is required. May be repeated for credit. Grading is Credit/D/Fail. One-half credit.

112c - VPA. Introductory Repertory and Performance. Every semester. The Department.

Repertory students are required to take **Dance 111** concurrently. Repertory classes provide the chance to learn faculty-choreographed works or reconstructions of historical dances. Class meetings are conducted as rehearsals for performances at the end of the semester: the December Studio Show, the annual Spring Performance in Pickard Theater, or Museum Pieces at the Bowdoin College Museum of Art in May. Additional rehearsals are scheduled before performances. Attendance at all classes and rehearsals is required. May be repeated for credit. Grading is Credit/D/Fail. One-half credit.

121c - VPA. Introduction to Ballet. Fall 2011. Charlotte Griffin.

Introduces the fundamental principles of classical ballet technique as a studio practice and performing art. Includes barre, center, and across-the-floor exercises with an emphasis on anatomical alignment, complex coordination, movement quality, and musicality. Combines dance training with assigned reading and writing, video viewing, performance attendance, and in-class discussion to increase appreciation for and participation in the art form.

130c - VPA. Principles of Design. Every year. Fall 2010. Judy Gailen.

An introduction to theatrical design that stimulates students to consider the world of a play, dance, or performance piece from a designer's perspective. Through projects, readings, discussion, and critiques, students explore the fundamental principles of visual design, as they apply to set, lighting, and costume design, as well as text analysis for the designer, and the process of collaboration. Strong emphasis on perceptual, analytical, and communication skills. (Same as **Theater 130**.)

145c - VPA. Performance and Narrative. Spring 2012. Roger Bechtel.

For millennia, we have organized our fictions, our religions, our histories, and our own lives as narratives. However much the narrative form has been called into question in recent years, it seems we just cannot stop telling each other stories. Examines the particular nexus between narrative and performance: What is narrative? How does it work? What are its limits and its limitations? How do we communicate narrative in performance? Involves both critical inquiry

and the creation of performance pieces based in text, dance, movement, and the visual image. (Same as **Theater 145**.)

150c - VPA. Improvisation. Every other year. Fall 2012. Davis Robinson.

Improvisation is a fundamental tool used by dancers, musicians, actors, writers, and other artists to explore the language of a medium and to develop new work. An interdisciplinary introduction to some of the primary forms of improvisation used in dance and theater. Content includes theater games, narrative exercises, contact improvisation, and choreographic structures. (Same as **Theater 150**.)

160c - VPA. Movement Improvisation. Fall 2011. Charlotte Griffin.

Investigates movement improvisation through a variety of approaches as utilized by dance practitioners. Explores the body as a site for creative research, production, and performance in both solo and group contexts while introducing the fundamental principles of contact improvisation. Class exercises may incorporate the use of voice, text, images, objects, and environment as source material or interactive element. Studio work is supported by assigned reading, writing, video viewing, performance attendance, and in-class discussion.

Prerequisite: One of the following: **Dance 111, 121, 211, 221, or 311**, or permission of the instructor.

201c - VPA. Theater and Dance History: Moments, Movements, Theories. Fall 2011. Roger Bechtel.

Examines seminal historical moments in theater and dance through a focus on such conceptual categories as visibility, aurality, the body, space, spectatorship, political ideology, and so on. Historical eras covered include ancient Greece, medieval Japan, Renaissance Europe, and romantic, modernist, and postmodernist Europe and America. The focus, however, will be placed not on these individual moments per se, but on the effect of social and cultural pressures on the aesthetics of live performance across different times, cultures, and disciplines. Some time spent in the studio experimenting with historical forms. (Same as **Theater 201**.)

[**202c - VPA. Topics in Dance History: Rebel Dancers, Dancing Revolutions.**]

211c - VPA. Intermediate Dance Technique. Every semester. The Department.

A continuation of the processes introduced in **Dance 111**. May be repeated for credit. Grading is Credit/D/Fail. One-half credit.

212c - VPA. Intermediate Repertory and Performance. Every semester. The Department.

Intermediate repertory students are required to take **Dance 211** concurrently. A continuation of the principles and practices introduced in **Dance 112**. May be repeated for credit. Grading is Credit/D/Fail. One-half credit.

221c - VPA. Intermediate Ballet. Fall 2010. Charlotte Griffin.

A continuation of the processes introduced in **Dance 121**.

Prerequisite: **Dance 121** or permission of the instructor.

240c - VPA. Performance in the Twenty-first Century. Fall 2012. Roger Bechtel.

Hybrid by nature, rebellious in spirit, performance rejects the boundaries and conventions of traditional theater and dance, combining and recombining these live forms with every other artistic mode and medium imaginable. Yet as the first decade of the new century draws to an end, so does the fifth decade of this "new" form. Is it still breaking boundaries, or has

boundary-breaking itself become a convention? What, these days, is new about performance? Examines the genealogical roots of performance and studies the ways twenty-first-century performance is exploring the body, the mind, technology, intercultural aesthetics, and globalism. Students will enact critical inquiries in the creation of their own performance works. (Same as **Theater 240**.)

Prerequisite: One 100-level course in theater or dance.

250c - VPA. Theater, Dance, and the Common Good. Spring 2013. Roger Bechtel.

Theater and dance have a long history of political engagement, social intervention, and community building. Examines the historical precedents for today's "applied" theater and dance practice, including Piscator, Brecht, Boal, Cornerstone Theatre, Judson Dance Theatre, and Yvonne Rainer. Significant time also spent working with local agencies and institutions to create community-based performances addressing social issues such as homelessness, poverty, prejudice, and the environment, among others. (Same as **Theater 250**.)

270c - VPA. Choreography for Dancers: Invention, Method, and Purpose. Spring 2011. Charlotte Griffin.

Through a vigorous sequence of creative projects, fluent dancers excavate sources and explore methods for making dance. Detailed work on personal movement vocabulary, musicality, and the use of multidimensional space leads to a strong sense of choreographic architecture. Students explore the play between design and accident—communication and open-ended meaning—and irony and gravity. Studio work is supported by video viewing, and readings on dance, philosophy, and other arts.

Prerequisite: **Dance 101** or **102** and two of: **Dance 112**, **212**, or **312**.

291c–294c. Intermediate Independent Study in Dance. The Department.

311c - VPA. Advanced/Intermediate Dance Technique. Every semester. The Department.

A continuation of the processes introduced in **Dance 211**. May be repeated for credit. Grading is Credit/D/Fail. One-half credit.

312c - VPA. Advanced/Intermediate Repertory and Performance. Every semester. The Department.

Intermediate/advanced repertory students are required to take **Dance 311** concurrently. A continuation of the principles and practices introduced in **Dance 212**. May be repeated for credit. Grading is Credit/D/Fail. One-half credit.

340c. Live Performance and Digital Media. Fall 2010. Roger Bechtel.

Over the past two decades, digital media has infiltrated live performance to such an extent that it has become almost as indispensable as sets, lights, and costumes. Theater and dance artists have embraced these media as a way to enhance the expressivity and scale of their work, as well as a cultural phenomenon to be critically investigated. Introduces students to sound and video applications such as Garage Band, Final Cut Pro, Motion, and Isadora, and requires them to create performances incorporating these tools. Also contextualizes student projects with theoretical readings and examinations of contemporary performance practitioners. (Same as **Theater 340**.)

Prerequisite: One 100-level course in theater or dance.

401c–404c. Advanced Independent Study in Dance. The Department.

THEATER

The theater program at Bowdoin offers students the opportunity to examine the ways theater can provoke the imagination, tell stories, create community, and challenge assumptions. Courses are offered in performance, theory, history, design, and stagecraft. Emphasis is placed on theater's fundamental connection to the liberal arts curriculum, as well as theater literacy, performance skills, respect for language, and an understanding of social/historical influences on drama. The aim is to develop imaginative theater practitioners who collaboratively solve problems of form and content with a passionate desire to express the human condition on stage.

Requirements for the Minor in Theater

The minor consists of five courses: two courses from **Theater 101, 104** (same as **Dance 104**), **120, 130** (same as **Dance 130**), **145** (same as **Dance 145**), **150** (same as **Dance 150**); two courses from **Theater 201** (same as **Dance 201**), **220, 225, 240** (same as **Dance 240**), **250** (same as **Dance 250**), **260** (same as **English 214**), **270, 305, 320, 321, 322, 323, 340** (same as **Dance 340**), **370**; and one additional course in theater or dance.

Students must earn a grade of Credit or C- or better in order to have a course count toward the minor in theater.

First-Year Seminars

For a full description of first-year seminars, see pages 147–58.

10c. Understanding Theater and Dance: Doing, Viewing, and Reviewing. Fall 2010. June Vail. (Same as **Dance 10.**)

Introductory, Intermediate, and Advanced Courses

101c - VPA. Making Theater. Spring 2011. Abigail Killeen.

An active introductory exploration of the nature of theater: how to think about it, how to look at it, how to make it. Students examine a range of theatrical ideas and conventions, see and reflect on live performance, and experience different approaches to making work. Designers, directors, performers, and scholars visit the class to broaden perspective and instigate experiments. Students work collaboratively throughout the semester to develop and perform original work.

104c. Stagecraft. Every year. Fall 2010. Michael Schiff-Verre.

Introduction to the language, theory, and practice of technical theater. Hands-on experience in lighting, scenic and property construction, costuming, and stage management. Considers the possibilities, demands, and limits inherent in different forms of performance and performance spaces, and explores the job roles integral to theater and dance production. Includes forty hours of laboratory work. Grading is Credit/D/Fail. (Same as **Dance 104.**)

106c. Introduction to Drama. Spring 2011. William Watterson.

Traces the development of dramatic form, character, and style from classical Greece through the Renaissance and Enlightenment to contemporary America and Africa. Explores the evolution of plot design, with special attention to the politics of playing, the shifting strategies of representing human agency, and contemporary relationships between the theater and a variety of forms of mass media. Authors may include Sophocles, Aristophanes, Marlowe, Shakespeare, Dryden, Ibsen, Wilde, Beckett, Mamet, and Churchill. (Same as **English 106.**)

120c - VPA. Acting I. Every semester. Fall 2010. Abigail Killeen. Spring 2011. Abigail Killeen.

Introduces students to the physical, emotional, and intellectual challenge of the acting process. Voice and movement work, analysis of dramatic texts from an actor's point of view, and improvisational exercises are used to provide students with a variety of methods for acting truthfully on stage.

130c - VPA. Principles of Design. Every year. Fall 2010. Judy Gailen.

An introduction to theatrical design that stimulates students to consider the world of a play, dance, or performance piece from a designer's perspective. Through projects, readings, discussion, and critiques, students explore the fundamental principles of visual design, as they apply to set, lighting, and costume design, as well as text analysis for the designer, and the process of collaboration. Strong emphasis on perceptual, analytical, and communication skills. (Same as **Dance 130**.)

145c - VPA. Performance and Narrative. Spring 2012. Roger Bechtel.

For millennia, we have organized our fictions, our religions, our histories, and our own lives as narratives. However much the narrative form has been called into question in recent years, it seems we just cannot stop telling each other stories. Examines the particular nexus between narrative and performance: What is narrative? How does it work? What are its limits and its limitations? How do we communicate narrative in performance? Involves both critical inquiry and the creation of performance pieces based in text, dance, movement, and the visual image. (Same as **Dance 145**.)

150c - VPA. Improvisation. Every other year. Fall 2012. Davis Robinson.

Improvisation is a fundamental tool used by dancers, musicians, actors, writers, and other artists to explore the language of a medium and to develop new work. An interdisciplinary introduction to some of the primary forms of improvisation used in dance and theater. Content includes theater games, narrative exercises, contact improvisation, and choreographic structures. (Same as **Dance 150**.)

195c - VPA. Production and Performance. Every semester. The Department.

Engagement in the presentation of a full-length work for public performance with a faculty director or choreographer. Areas of concentration within the production may include design, including set, light, sound, or costume; rehearsal and performance of roles; service as assistant director or stage manager. In addition to fulfilling specific production responsibilities, students meet weekly to synthesize work. Students gain admission to **Theater 195** either through audition (performers) or through advance consultation (designers, stage managers, and assistant directors). Students register for **Theater 195** during the add/drop period at the beginning of each semester. Students are required to commit a minimum of six hours a week to rehearsal and production responsibilities over a period of seven to twelve weeks; specific time commitments depend upon the role the student is assuming in the production and the production schedule. Grading is Credit/D/Fail. One-half credit. May be repeated a maximum of four times for credit, earning a maximum of two credits.

Prerequisite: Permission of the instructor.

201c - VPA. Theater and Dance History: Moments, Movements, Theories. Fall 2011. Roger Bechtel.

Examines seminal historical moments in theater and dance through a focus on such conceptual categories as visuality, aurality, the body, space, spectatorship, political ideology, and so on.

Historical eras covered include ancient Greece, medieval Japan, Renaissance Europe, and romantic, modernist, and postmodernist Europe and America. The focus, however, will be placed not on these individual moments per se, but on the effect of social and cultural pressures on the aesthetics of live performance across different times, cultures, and disciplines. Some time spent in the studio experimenting with historical forms. (Same as **Dance 201**.)

210c. Shakespeare's Comedies and Romances. Every other year. Fall 2011. William Watterson.

Examines *A Midsummer Night's Dream*, *The Merchant of Venice*, *Twelfth Night*, *As You Like It*, *The Winter's Tale*, and *The Tempest* in light of Renaissance genre theory. (Same as **English 210**.)

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the pre-1800 literature requirement for English majors.

211c. Shakespeare's Tragedies and Roman Plays. Fall 2010. William Watterson.

Examines *Hamlet*, *Othello*, *Macbeth*, *King Lear*, *Julius Caesar*, *Antony and Cleopatra*, and *Coriolanus* in light of recent critical thought. Special attention is given to psychoanalysis, new historicism, and genre theory. (Same as **English 211**.)

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the pre-1800 literature requirement for English majors.

[**212c. Shakespeare's History Plays.** (Same as **English 212**.)]

220c - VPA. Acting II: Voice and Text. Every year. Fall 2010. Abigail Killeen.

An intermediate acting course focused on the link between language, thought, and feeling, with the goal of achieving full mind-body engagement in the act of communication. Students work with poetry, plays, and other dramatic texts to encourage vocal, physical, and emotional freedom. Breathing exercises attune students to the physiological impulse to speak, while vocal exercises concentrate on developing increased range, strength, and color of expression. Interpretation is explored through close readings of texts. This course, along with **Theater 225, Acting II: Physical Theater**, is part of a two-semester course series. **Theater 220** and **225** may be taken individually or in any order.

Prerequisite: One 100-level course in theater.

[**223c - VPA. English Renaissance Drama.** (Same as **English 223**.)]

225c - VPA. Acting II: Physical Theater. Every year. Spring 2011. Davis Robinson.

Extends the principles of Acting I through a full semester of rigorous physical acting work focused on presence, energy, relaxation, alignment, and emotional freedom. Develops and brings the entire body to the act of being on stage through highly structured individual exercises and ensemble-oriented improvisational work. Scene work is explored through the movement-based acting disciplines of Lecoq, Grotowski, Meyerhold, or Viewpoints. Contemporary physical theater makers Théâtre de Complicité, Mabou Mines, SITI company, and Frantic Assembly are discussed. This course, along with **Theater 220, Acting II: Voice and Text**, is part of a two-semester course series. **Theater 220** and **225** may be taken individually or in any order.

Prerequisite: One 100-level course in theater.

230c. Theater and Theatricality in the Restoration and the Eighteenth Century. Every other year. Fall 2010. Ann Kibbie.

An overview of the development of the theater from the reopening of the playhouses in 1660 to the end of the eighteenth century, with special emphasis on the emergence of new dramatic modes such as Restoration comedy, heroic tragedy, "she-tragedy," sentimental comedy, and opera. Other topics include the legacy of Puritan anxieties about theatricality; the introduction of actresses on the professional stage; adaptations of Shakespeare on the Restoration and eighteenth-century stage; other sites of public performance, such as the masquerade and the scaffold; and the representation of theatricality in the eighteenth-century novel. (Same as **English 230**.)

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the pre-1800 literature requirement for English majors.

240c - VPA. Performance in the Twenty-first Century. Fall 2012. Roger Bechtel.

Hybrid by nature, rebellious in spirit, performance rejects the boundaries and conventions of traditional theater and dance, combining and recombining these live forms with every other artistic mode and medium imaginable. Yet as the first decade of the new century draws to an end, so does the fifth decade of this "new" form. Is it still breaking boundaries, or has boundary-breaking itself become a convention? What, these days, is new about performance? Examines the genealogical roots of performance and studies the ways twenty-first-century performance is exploring the body, the mind, technology, intercultural aesthetics, and globalism. Students will enact critical inquiries in the creation of their own performance works. (Same as **Dance 240**.)

Prerequisite: One 100-level course in theater or dance.

[**246c. Drama and Performance in the Twentieth Century and Beyond.** (Same as **English 246** and **Gender and Women's Studies 262**.)]

250c - VPA. Theater, Dance, and the Common Good. Spring 2013. Roger Bechtel.

Theater and dance have a long history of political engagement, social intervention, and community building. Examines the historical precedents for today's "applied" theater and dance practice, including Piscator, Brecht, Boal, Cornerstone Theatre, Judson Dance Theatre, and Yvonne Rainer. Significant time also spent working with local agencies and institutions to create community-based performances addressing social issues such as homelessness, poverty, prejudice, and the environment, among others. (Same as **Dance 250**.)

260c - VPA. Playwriting. Fall 2010. Roger Bechtel.

A writing workshop for contemporary performance that includes introductory exercises in writing dialogue, scenes, and solo performance texts, then moves to the writing (and rewriting) of a short play. Students read plays and performance scripts, considering how writers use image, action, speech, and silence; how they structure plays and performance pieces; and how they approach character and plot. (Same as **English 214**.)

Prerequisite: One 100-level course in theater or dance or permission of the instructor.

270c - VPA. Directing. Every year. Fall 2010. Davis Robinson.

Introduces students to the major principles of play direction, including conceiving a production, script analysis, staging, casting, and rehearsing with actors. Students actively engage directing theories and techniques through collaborative class projects, and complete the course

by conceiving, casting, rehearsing, and presenting short plays of their choosing. A final research and rehearsal portfolio is required.

Prerequisite: One 100-level course in theater or dance.

291c–294c. Intermediate Independent Study in Theater. The Department.

[305c. Studio 305.]

320c. Theater Styles. Every third year. Fall 2011. Davis Robinson.

An advanced acting class that explores issues of style. What is Tragedy? Farce? Melodrama? Commedia? Realism? The Absurd? Through research, analysis, and scene work in class, students become familiar with a range of theatrical idioms. Emphasis is placed on understanding the social/cultural needs that give rise to a particular style, and the way in which style is used in contemporary theater to support or subvert a text.

Prerequisite: One 100-level course in theater and one additional course in theater or dance, preferably at the 200 level.

321c. Comedy in Performance. Every third year. Spring 2011. Davis Robinson.

Looks at several facets of comedy on stage, from its origins in Greek and Roman theater to contemporary comic forms. Theory is combined with practical exercises in clowning, satire, physical comedy, wit, timing, phrasing, and partner work to develop a comic vocabulary for interpreting both scripted and original work. Students work in solos, duets, and groups to create final performance projects that are presented to the public at the end of the semester.

Prerequisite: One 100-level course in theater and one additional course in theater or dance, preferably at the 200 level.

322c. Ensemble: Collaborative Creation. Spring 2011. Roger Bechtel.

Experienced theater and dance students collaborate to devise an original performance event. The course spans the entire process from conception to research, writing, staging, choreographing, and ultimately performing for the public. With emphasis on experimentation—and a process that includes dance and acting technique—the aim is to both embrace and transcend disciplinary traditions.

Prerequisite: One 100-level and one 200-level course in theater or dance, or permission of the instructor.

323c. Acting Shakespeare. Spring 2012. Abigail Killeen.

An advanced-level acting course dedicated to the study of Shakespeare toward its original purpose: performance. Building on the skill sets learned in Acting I and both sections of Acting II, students combine advanced text and rhetorical analysis with rigorous physical and vocal work designed to bring the text off the page and into performance. May be repeated for credit.

Prerequisite: **Theater 120** and **Theater 220** or **225**, or permission of the instructor.

340c. Live Performance and Digital Media. Fall 2010. Roger Bechtel.

Over the past two decades, digital media has infiltrated live performance to such an extent that it has become almost as indispensable as sets, lights, and costumes. Theater and dance artists have embraced these media as a way to enhance the expressivity and scale of their work, as well as a cultural phenomenon to be critically investigated. Introduces students to sound and video applications such as Garage Band, Final Cut Pro, Motion, and Isadora, and requires them to create performances incorporating these tools. Also contextualizes student projects with

theoretical readings and examinations of contemporary performance practitioners. (Same as **Dance 340**.)

Prerequisite: One 100-level course in theater or dance.

370c. Advanced Directing. Spring 2013. The Department.

A continuation of **Theater 270**. Students build upon their knowledge of play analysis and staging to examine composition, design, and actor collaboration in greater depth. Advanced directing skills, theories, and techniques will be exercised through work on non-realistic material. Culminates with each student directing a 30-minute-long theatrical work.

Prerequisite: **Theater 270**.

401c–404c. Advanced Independent Study in Theater. The Department.

EDUCATIONAL RESOURCES AND FACILITIES

ARTS FACILITIES

The arts at Bowdoin are characterized by stunning facilities and an absolute commitment to their role in a liberal education.

Not having painted, danced, or played an instrument before coming to Bowdoin is not a barrier to participate, evidenced by the vibrant student performance and art exhibition scene on campus. For students wishing to specialize in an artistic field, Bowdoin's programs offer exceptional flexibility and the opportunity for in-depth scholarship with recognized faculty.

Visual Arts Facilities

Students have the opportunity to take classes and do independent work in a variety of studio facilities. Three main studios, along with prime exhibition space, are located in the Visual Arts Center. Its prominent place on the Bowdoin Quad, the spectacular light from the large windows above, and the expansive views of the campus have nurtured creativity and learning for decades. Painting studios, computer studios, an architecture studio, faculty studios, and the photography facilities are located a short distance away in the McLellan Building. The printmaking studio is located in a renovated carriage house across the street from the Visual Arts Center, and two sculpture studios are located in a renovated textile mill a short distance from campus. The Visual Arts Center also houses the Pierce Art Library (see page 292) and Kresge Auditorium.

Pickard and Wish Theaters

Memorial Hall includes state-of-the-art performance, rehearsal, set, and instructional facilities. The centerpiece is Pickard Theater, a 600-seat theater with proscenium stage equipped with a full fly system and computer lighting. The 150-seat Wish Theater addresses the needs of experimental, educational theater with a very flexible, relatively small space with high-tech lighting and sound. Memorial Hall also features a fully equipped design classroom, seminar rooms, and a dance studio. A new dance studio is located a short distance away at 16 Station Avenue.

Studzinski Recital Hall

The world-class Studzinski Recital Hall is a transformation of the Curtis Pool building (also designed by McKim, Mead, and White) into a 280-seat, state-of-the-art facility for small- and medium-sized musical performances. The hall includes a rehearsal room, nine practice rooms, and a number of Steinway pianos. Kanbar Auditorium features raked seating, exceptional acoustics, advanced technical capabilities, and a stage designed to accommodate different performance configurations and types of musical programs, including classical, jazz, electronic, and world music.

See also: Museums, page 293.

CENTER FOR LEARNING AND TEACHING

Bowdoin College's Center for Learning and Teaching (CLT) houses a group of programs designed to support learning and teaching throughout the curriculum. The three programs and the English for Multilingual Students consultant are housed in Kanbar Hall and work cooperatively to enhance Bowdoin's curricular resources and to strengthen students' academic experience. The Baldwin Program for Academic Development, the Quantitative Reasoning Program, the Writing Project, and English for Multilingual Students support are described below.

The Baldwin Program for Academic Development

The Baldwin Program for Academic Development opened in 1999–2000 with the mission of creating a space in which students, faculty, and staff members can address issues related to learning at Bowdoin College. Established through a gift to the College by Linda G. Baldwin '73, the program offers resources to help students attain their academic goals and faculty to enhance student learning.

Based on an individualized and holistic approach to learning, the program offers activities and services such as peer tutoring, study groups, and study skills workshops, as well as individual consultation with peer academic mentors. Mentors help fellow students assess their academic strengths and weaknesses and develop individually tailored time management, organizational, and study strategies. Mentors may be particularly useful to students encountering difficulty balancing the academic and social demands of college life; struggling to find more effective approaches to understanding, learning, and remembering new material; experiencing problems with procrastination; or simply achieving the self-structuring demanded by an independent course or honors project.

Quantitative Reasoning Program

The Quantitative Reasoning Program was established in 1996 to assist with the integration of quantitative reasoning throughout the curriculum and to encourage students to develop competence and confidence in using quantitative information. The program was established in recognition of the increasing demand to understand and use quantitative information in college-level work, in employment situations, and for effective citizenship.

The Quantitative Reasoning Program assists students in a variety of ways. Entering students are tested to assess their proficiency with quantitative material. Utilizing the test results and other indicators, the director of Quantitative Reasoning and faculty advisors counsel students regarding appropriate courses to fulfill their Mathematical, Computational, or Statistical Reasoning distribution requirement. In addition, students are encouraged to take courses across the curriculum that enhance their quantitative skills. The Quantitative Reasoning Program supplements many of the quantitative courses by providing small study groups led by trained peer tutors. Upon the request of instructors, workshops on special topics are also provided by the Quantitative Reasoning Program. One-on-one tutoring is available on a limited basis.

The Writing Project

The Writing Project is a peer tutoring program based on the premise that students are uniquely qualified to serve as intelligent, empathetic, and helpful readers of one another's writing. As collaborators rather than authorities, peer tutors facilitate the writing process for fellow students by providing helpful feedback while encouraging writers to retain an active and authoritative role in writing and revising their work. Each semester, the Writing Project assigns specially selected and trained writing assistants to a variety of courses by request of the instructor. The assistants read and comment on early drafts of papers and meet with the writers individually to help them expand and refine their ideas, clarify connections, and improve sentence structure. After revisions have been completed, each student submits a final paper to the instructor along with the draft and the assistant's comments. Students in any course may also reserve conferences with a writing assistant in the Writing Workshop open each week from Sunday through Thursday.

Students interested in becoming writing assistants apply before spring break. Those accepted enroll in a fall semester course on the theory and practice of teaching writing, offered through

the Department of Education. Successful completion of the course qualifies students to serve as tutors in later semesters, when they receive a stipend for their work. A list of courses participating in the Project will be available during the first week of each semester. For further information, contact Kathleen O'Connor, director of the Writing Project, or visit the Writing Project Web site.

English for Multilingual Students

Students who are multilingual or who have non-native English speaking parents may work individually with the English for Multilingual Students consultant. Students may seek help with understanding assignments and readings and attend to grammar, outlining, revising, and scholarly writing conventions. Specific attention to pronunciation and oral presentation skills is also offered. Any student wishing to make an appointment with the English for Multilingual Students consultant is welcome.

FIELD STATIONS

The Bowdoin Pines

Adjacent to the campus on either side of the Bath Road is a 33-acre site known as the Bowdoin Pines. Cathedral white pines, some of them 135 years old, tower over the site, which is a rare example of one of Maine's few remaining old-growth forests. For biology students, the Pines provides an easily accessible outdoor laboratory. For other students, the site offers a place for a walk between classes, an inspirational setting for creating art, or simply a bit of solitude. A system of trails within the Pines makes the site accessible to students and community members.

Bowdoin Scientific Station

The College maintains a scientific field station on Kent Island, off Grand Manan Island, in the Bay of Fundy, New Brunswick, Canada, where qualified students can conduct research in ecology, animal behavior, marine biology, botany, geology, and meteorology. The 200-acre island was presented to the College in 1935 by John Sterling Rockefeller. Since then, the field station has built an international reputation, with more than 150 publications based on research at Kent Island, many of them co-authored by Bowdoin students.

Kent Island is a major seabird breeding ground. Its location makes it a concentration point for migrating birds in spring and fall. The famous Fundy tides create excellent opportunities for the study of marine biology. The island also features a variety of terrestrial habitats. In 2005, the College acquired neighboring Hay and Sheep Islands to help preserve the unique environment offered by the Scientific Station.

Although formal courses are not offered at the station, students from Bowdoin and other institutions select problems for investigation on Kent Island during the summer and conduct independent field work with the advice and assistance of a faculty director. Students have the opportunity to collaborate with faculty members and graduate students from numerous universities and colleges. Three-day field trips to Kent Island are a feature of Bowdoin's courses in ecology and ornithology.

Coastal Studies Center

The Coastal Studies Center occupies a 118-acre coastal site that is twelve miles from the campus on Orr's Island and known as Thalheimer Farm. The Center is devoted to interdisciplinary teaching and research in archaeology, marine biology, terrestrial ecology, ornithology, and geology.

The Center's facilities include a marine biological laboratory with flowing seawater for

laboratory observation of live marine organisms, a pier facility located on Harpswell Sound, and a terrestrial ecology laboratory, which serves as a field station for research and study of coastal ecology. These facilities play an active role in Bowdoin's programs in biology, earth and oceanographic science, and environmental studies, and the site has been widely used for studio art courses. In addition, the centrally located farmhouse provides seminar and kitchen facilities where classes from all disciplines can gather in a retreat-like atmosphere that encourages sustained, informal interaction among students and faculty members.

The Coastal Studies Center site is surrounded on three sides by the ocean and encompasses open fields, orchards, and old-growth spruce-fir forest. A 4.5-mile interpretive trail runs through the site, offering students and the local community a glimpse into the cultural and natural history of the property and surrounding coastal waters.

Coleman Farm

During the course of the academic year, students study ecology at a site three miles south of the campus, using an 83-acre tract of College-owned land that extends to a salt marsh and the sea. Numerous habitats of resident birds are found on the property, which is also a stopover point for many migratory species. Because of its proximity to campus, many students visit Coleman Farm for natural history walks, cross-country skiing, and other forms of recreation.

INFORMATION TECHNOLOGY

Bowdoin places a strong emphasis on integrating technology into the academic and social experience. Upon arrival, students have access to the latest tools, informed consultants, and focused training to take full advantage of Bowdoin's technical resources. Remember that many of your classmates may already know the answer to your questions. Ask them first—it is a great way to get to know someone. If you still have questions, Bowdoin's Help Desk is available with extended hours throughout the week.

The Chief Information Officer leads an Information Technology (IT) Division that engages faculty and students to deliver solutions that make a difference in their teaching, learning, research, and community. From classrooms to residence rooms, access to technology is everywhere. Resources available to students include personal e-mail accounts; wireless Internet access in all residences, offices, and public areas; network storage; video conferencing capability; cable television; VoIP telephone systems; and voice mail. IT also provides a full-time Help Desk that supports Macintosh, Windows, and Linux computers and includes a student-run Help Desk. Additionally, IT is able to offer a number of site-licensed software such as Microsoft Office Professional, ESRI's ArcGIS, and other specialized academic and administrative applications.

Other services that IT provides include technical, design, editorial, and project development consulting. IT is constantly exploring technology trends while also adopting the best solutions in business and higher education to deliver easily accessible, secure, stable technology services over one of the fastest campus-wide gigabit networks in the nation.

In addition to sixteen academic department computer labs, there are nine public labs and more than two hundred publicly available computers and nineteen public print stations scattered around the campus.

If you have an idea or solution that uses technology to improve the lives of students at Bowdoin, share it with the CIO—it just might get funded.

BOWDOIN COLLEGE LIBRARY

The Bowdoin College Library has long been among the more distinguished liberal arts college libraries in the country, known for its outstanding book, journal, and manuscript collections. Today, the Library combines its constantly growing treasury of print material with a wealth of electronic resources, as well as instructional programs in their use.

The Library's collections, developed over a period of 200 years, exceed one million volumes and include over 15,000 current print and electronic periodical and newspaper subscriptions, over 29,000 audiovisual items, 40,000 maps, over 35,000 photographs, more than 5,000 linear feet of manuscripts, and archival records. Approximately 14,000 volumes are added annually. Subscriptions to 220 online indexes and databases provide access to thousands of full-text electronic books and journals and other information resources.

Library Resources and Services

The Library's Web site (library.bowdoin.edu) serves as a central portal to online information: CBBcat, the combined Colby, Bates, and Bowdoin library catalog and those of other libraries in Maine, New England, and throughout the world; electronic periodical indexes in a broad range of disciplines; thousands of electronic full-text books and journals; electronic reserve readings; and links to hundreds of additional e-text reference works and research collections. The Web site also provides links to the wealth of digital information available through the Internet, including text, audio, video, and image collections.

Librarians and faculty members work together to teach research skills and to encourage the use of library resources throughout the curriculum. Librarians provide an active instruction program, teaching students to develop effective research strategies and to identify, select, evaluate, and analyze information for course-related research and independent scholarship. All students receive information literacy instruction in their first-year seminars. Librarians also develop Web pages offering research strategies for specific courses and guides to resources for the major fields taught at Bowdoin.

Through an active interlibrary loan program, materials arrive daily from the library collections of Colby and Bates colleges, and from other libraries in Maine and beyond, often incorporating the use of electronic document delivery services. Through Maine Info Net and NExpress, students and faculty can initiate interlibrary loan requests online for materials held by Colby and Bates, other Maine libraries, and selected libraries in New England.

Library Branches and Collections

Hawthorne-Longfellow Library, the main library, houses humanities and social sciences materials, as well as the George J. Mitchell Department of Special Collections & Archives and a depository of federal and Maine State documents. The Library also includes four branch libraries: the Hatch Science Library, the William Pierce Art Library, the Robert Beckwith Music Library, and the Language Media Center. Notable collection strengths lie in British and American history, French and American literature, Arctic studies, Maine history and Maine writers, anti-slavery and the Civil War, World War I, and modern European history.

The Hawthorne-Longfellow Library building, which was opened in the fall of 1965, was expanded in 1985 to include five tiers of stacks and a reading room in Hubbard Hall, and was further remodeled in 1993-94. The building was completely renovated between 2001 and 2005 to provide new individual and group student learning spaces, a faculty research room, wireless connections throughout the building for laptop use, improved instructional and

computer facilities, and a modernized reading room in the George J. Mitchell Department of Special Collections & Archives.

A variety of facilities support the integration of technology into teaching and learning. These include a computer laboratory; a twenty-five-seat electronic classroom for instruction in online resources and the use of general and instructional software; the USG Corporation Library Technology Seminar Room; and the Chandler Room for literary events, lectures, and student presentations. The Library also collaborates with Information Technology specialists to support the integration of technology into the curriculum and research.

Complementing historical holdings in other parts of the library, the **Government Documents Collection** is a rich repository of resources for over two hundred years of federal and state history. From its beginning, the Library actively acquired government publications, even prior to becoming a Congressionally designated depository in 1884 and thereby receiving free documents directly from the Government Printing Office. The Government Documents Collection has substantial holdings of nineteenth- and twentieth-century publications, containing both official ongoing series such as the *Congressional Record* and such varied individual reports as railroad surveys of the West, nineteenth-century Maine geologic studies, 1930s Women's Bureau pamphlets, hearings on the attack at Pearl Harbor, and NASA atlases. Since most current government documents are published digitally, the Library designs Web sites and uses the online catalog to maintain its tradition of providing access to government information for the Bowdoin community and citizens of midcoast Maine.

The **George J. Mitchell Department of Special Collections & Archives** includes rare books, manuscripts, photographs, maps, recordings, the College Archives, as well as the papers of Senator George J. Mitchell (Class of 1954). These research materials, described on the Web at library.bowdoin.edu/arch, serve an important function in introducing undergraduates—in their research projects, class assignments, and other independent work—to the experience of performing original research and evaluating primary source materials, and they support faculty in their own research interests.

Collection highlights include the James Bowdoin and Benjamin Vaughan family libraries of early imprints; extensive published and manuscript materials by and about Nathaniel Hawthorne and Henry Wadsworth Longfellow, both members of the Class of 1825; books, periodicals, and pamphlets of the French Revolution period; the double elephant-folio edition of John James Audubon's *Birds of America*; E. S. Curtis's *The North American Indian*; a broad representation of early American and early Maine imprints; the work of three distinguished Maine presses: the Mosher Press, the Southworth Press, and the Anthoensen Press; the Maine Afro-American Archive, a depository for rare books, manuscripts, letters, and other works about slavery, abolitionism, and Afro-American life in Maine; and important collections of artists's books, designer bookbindings, and pop-up books.

Among the papers of Maine political figures are important collections related to Bowdoin alumni William Pitt Fessenden (Class of 1823) and Ralph Owen Brewster (Class of 1909). Special Collections also includes the Bliss collection of books on travel, French and British architecture, and the history of art, all housed in the Susan Dwight Bliss Room in Hubbard Hall, and the monumental "Flora of Maine" botanical drawings by Brunswick naturalist Kate Furbish.

Other manuscript collections include the papers of General Oliver Otis Howard (Class of 1850), director of the Freedmen's Bureau; papers of prominent Bowdoin faculty and most of Bowdoin's presidents, especially Jesse Appleton, Joshua L. Chamberlain, William DeWitt Hyde, and Kenneth Charles Morton Sills; and works by Kenneth Roberts, Robert Peter

Tristram Coffin, Kate Douglas Wiggin, Elijah Kellogg, and such contemporary writers as Vance Bourjaily, John Gould, Marguerite Yourcenar, and Hilton Kramer. Access to all of these collections is enhanced by descriptive information on the library's Web site.

The Bowdoin College Archives, established in Special Collections through grants from the National Historical Publications and Records Commission and the Albert and Elaine Borchard Foundation, serves both as a repository for two centuries of the College's historical records and as a vital information center for the campus and the larger scholarly community; students frequently incorporate archival material into their research.

The **Hatch Science Library**, opened in the spring of 1991, offers science-related materials, including print and electronic periodicals, microforms, maps, government documents, a wealth of electronic indexes, reference materials and other digital resources, as well as a full range of reference and instructional services to faculty and students. The building accommodates readers at individual carrels, study tables, informal seating areas, seminar rooms, and faculty studies.

The **William Pierce Art Library** and the **Robert Beckwith Music Library**, housing small departmental collections in art and music respectively, are located adjacent to the offices of those departments. The glass-wrapped Art Library provides an elevated view over the campus green and offers a strong collection of art books. The Music Library, which was renovated and expanded in 1994 and refurbished in 2008, offers a handsome study room with computer and listening stations, and houses scores, sound recordings, videos, and books about music. Both branch libraries serve as art and music research and study centers respectively.

The **Language Media Center**, located in Sills Hall, provides audio, video, and multimedia facilities to support the teaching of foreign languages and houses the major portion of the Library's collection of audiovisual materials, numbering over 9,000 titles, with special emphasis in the areas of foreign culture, second language acquisition, and film. It is equipped with playback stations for individual viewing of non-print materials and fourteen networked computers supporting a variety of instructional software, including specialized word processing tools and desktop videoconferencing. The Center's Web site provides links for students of both classical and modern languages to online resources that include streaming audio and video from international radio and television, links to online foreign language newspapers and magazines, and an annotated list of language-specific resources. Nine foreign language television stations received via satellite are directed to all classrooms, offices, common areas, and residence halls over the campus network.

Particular strengths of the Center are the support it provides to students for the creation of multimedia presentation materials and the support of the film studies curriculum. The Center also offers a classroom for twenty that supports high-resolution display of multimedia presentations. The lobby provides a group area for language discussion groups and viewing of live foreign language television.

Library operations, collections, and services are supported by the general funds of the College and by gifts from alumni, other friends of the Library and the College, and by foundations. In 1998, the Hawthorne-Longfellow Library was awarded a \$500,000 Challenge Grant from the National Endowment for the Humanities toward the building renovations completed in 2001, and to establish endowments for purchases of information resources in the humanities. The Library benefits from the income of more than two hundred endowed gifts, and it also receives generous donations annually, both of library materials and of funds to support the immediate purchase of printed works and electronic resources that the Library would otherwise be unable to acquire.

JOSEPH MCKEEN CENTER FOR THE COMMON GOOD

At the opening of Bowdoin College in 1802, President Joseph McKean declared that

...literary institutions are founded and endowed for the common good, and not for the private advantage of those who resort to them for education. It is not that they may be enabled to pass through life in an easy or reputable manner, but that their mental powers may be cultivated and improved for the benefit of society. If it be true, that no man should live to himself, we may safely assert, that every man who has been aided by a public institution to acquire an education, and to qualify himself for usefulness, is under peculiar obligations to exert his talents for the public good.

Encouraging students to live up to McKean's vision is a central mission of the College as a whole, and the Joseph McKean Center for the Common Good provides opportunities for students to discover the ways in which their unique talents, passions, and academic pursuits can be used for the "benefit of society" through public engagement.

Although housed in Banister Hall, the McKean Center supports work that takes place across the campus, in local communities, and at selected locations around the world. The Center assists student-led volunteer organizations that provide service to the local community through activities such as mentoring, tutoring, visiting with senior citizens, serving meals at the local homeless shelter, and working with immigrant populations in nearby Portland. Fostering student initiative and leadership, the Center provides opportunities for students to propose and lead alternative spring break trips that connect their peers with community organizations to address public issues in places ranging from Mississippi and Washington, D.C., to Guatemala and Peru. The McKean Center also encourages students to reflect upon their public engagement and connect these experiences to curricular and vocational interests.

In coordination with other departments, the Center administers summer fellowships for students interested in non-profit internships and provides grants for international service. It assists students in finding community partners with whom to engage in community-connected independent research and honors projects and helps identify courses at the College that provide context for the issues students address through their community work. The McKean Center supports faculty in developing and teaching community-based courses that take students out of the classroom to conduct interviews, record oral histories, develop curriculum for schools, and collect scientific data in conjunction with community partners.

The Center also encourages and helps sponsor campus-wide events that challenge students, faculty, and staff to examine the varied meanings of public service and the "common good." These events include the *Seeking the Common Good Series* of lectures and symposia, and Common Good Day, a traditional day of service that introduces the Bowdoin community to the local community each fall.

MUSEUMS

Bowdoin College Museum of Art

The Bowdoin College Museum of Art, the cornerstone of the arts and culture at Bowdoin, was recently renovated and expanded to better house and display its renowned collection. One of the earliest collegiate art collections in the nation, it came into being through the 1811 bequest of James Bowdoin III of 70 European paintings and a portfolio of 140 master drawings. Over the years, the collection has been expanded through the generosity of the Bowdoin family, alumni, and friends, and now numbers more than 17,000 objects, including paintings,

sculpture, works on paper, decorative arts, and artifacts from prehistory to the present from civilizations around the world.

The Museum's landmark Walker Art Building was commissioned for the College by Harriet and Sophia Walker in honor of their uncle, a Boston businessman who had supported the creation of the first small art gallery at Bowdoin in the mid-nineteenth century. The Walker sisters, encyclopedic collectors and supporters of art education, stipulated that the building be used exclusively for art purposes. Designed by Charles Follen McKim of McKim, Mead, and White, the building was completed in 1894 and is on the National Register of Historic Places. Its brick, limestone, and granite façade is based on Renaissance prototypes, with a dramatically shadowed loggia flanked by large lion sculptures upon which generations of Brunswick children have been photographed.

The antiquities collections contain over 1,800 Assyrian, Egyptian, Greek, Roman, and Byzantine objects and constitute one of the most comprehensive compilations of ancient art in any small college museum. European art includes paintings, illustrated manuscripts, sculptures, and decorative arts. Among twelve European Renaissance and Baroque paintings given in 1961 by the Kress Foundation is a panel depicting nymphs pursued by a youth that recently has been attributed to the young Fra Angelico. The works on paper collections of prints, drawings, and photographs is large and varied, numbering more than 8,000 works and representing artists from Rembrandt and Rubens through Callot, Goya, and Manet to Picasso and Warhol.

The Museum's American collection includes an important grouping of colonial and Federal portraits, with, for example, seven major paintings by Gilbert Stuart, including the famous presidential portraits of Thomas Jefferson and James Madison, together with other works by Robert Feke, John Copley, Thomas Sully, and Joseph Blackburn. Among other notable works are the murals commissioned by McKim to decorate the Museum's rotunda by the four leading painters of the American Renaissance: Elihu Vedder, Kenyon Cox, Abbott Thayer, and John LaFarge. The collection also includes works by significant nineteenth- and twentieth-century artists such as Mary Cassatt, Thomas Eakins, John Sloan, Rockwell Kent, Marsden Hartley, and Andrew Wyeth, and an archive of memorabilia from Winslow Homer's Maine studio.

Non-western materials range from Japanese, Chinese, Korean, and Southeast Asian prints, ink paintings, sculpture, and decorative arts to modest but distinguished holdings of African, Pacific, Pre-Columbian, and Native American artifacts.

The renovation expanded galleries, a seminar room, and other program spaces, and improved art storage facilities. The restored Museum retains the building's iconic architectural features and provides state-of-the-art climate control and mechanical systems. A new, dramatic glass and bronze entry pavilion houses a glass elevator and "floating" steel staircase, while a rear addition to the building features an expansive glass curtain wall behind which the Museum has installed its five celebrated ancient Assyrian relief sculptures.

The Museum, open the public at no charge, is a teaching facility, with the core of its mission to keep its rich collections within immediate reach of Bowdoin students, faculty, scholars, and art lovers. Its active emphasis on the study of original objects as an integral part of the Bowdoin curriculum makes the Museum the ultimate cross-disciplinary and multicultural enterprise. Although online resources are no substitute for an actual visit, the collections can be searched and information on Museum programs and publications found on the Web site at bowdoin.edu/art-museum.

Peary-MacMillan Arctic Museum and Arctic Studies Center

The Peary-MacMillan Arctic Museum was founded in honor of two famous Arctic explorers and Bowdoin alumni, Admirals Robert E. Peary (Class of 1877) and Donald B. MacMillan (Class of 1898). On April 6, 1909, after a lifetime of Arctic exploration, Peary became the first person to reach the North Pole. MacMillan was a crew member on that North Pole expedition. Between 1908 and 1954, MacMillan explored Labrador, Baffin Island, Ellesmere Island, and Greenland. Most of his expeditions were made on board the *Bowdoin*, a schooner he designed for work in ice-laden northern waters. MacMillan took college students on the expeditions and introduced them to the natural history and anthropology of the North. He was not the first to involve Bowdoin students in Arctic exploration, however. In 1860, Paul A. Chadbourne, a professor of chemistry and natural history, had sailed along the Labrador and West Greenland coasts with students from Williams and Bowdoin.

The museum's collections include equipment, paintings, and photographs relating to the history of Arctic exploration, natural history specimens, artifacts and drawings made by indigenous people of Arctic North America, and contemporary Canadian Inuit sculptures and prints. The museum has large collections of ethnographic photographs and films recording past lifeways of Native Americans taken on the expeditions of MacMillan and Robert Bartlett, an explorer and captain who sailed northern waters for nearly fifty years. Diaries, logs, and correspondence relating to the museum's collections are housed in the Special Collections section of the Hawthorne-Longfellow Library.

The museum, established in 1967, is located on the first floor of Hubbard Hall. The building was named for General Thomas Hubbard of the Class of 1857, a generous benefactor of the College and financial supporter of Peary's Arctic ventures. The museum's original galleries were designed by Ian M. White, former director of the Fine Arts Museum of San Francisco, who sailed with MacMillan in 1950. Generous donations from members of the Class of 1925, together with gifts from George B. Knox of the Class of 1929, a former trustee, and other interested alumni and friends, made the museum a reality. Continued support from friends of the College and the Kane Lodge Foundation, and federal and state grants have allowed the museum to continue to grow.

The Arctic Studies Center was established in 1985 as a result of a generous matching grant from the Russell and Janet Doubleday Foundation to endow the directorship of the center, in recognition of the Doubledays' close relationship to MacMillan. The center links the resources of the museum and library with teaching and research efforts, and hosts lectures, workshops, and educational outreach projects. Through course offerings, field research programs, employment opportunities, and special events, the center promotes anthropological, archaeological, geological, and environmental investigations of the North.

STUDENT FELLOWSHIPS AND RESEARCH

The Office of Student Fellowships and Research was launched in fall 2007 with the aim of connecting Bowdoin students to merit-based academic experiences. Often, the application forms for these merit-based scholarships and fellowships require applicants to concisely articulate their past experiences, interests, and future aspirations. While sometimes challenging, this requirement encourages students to undergo a process of self-assessment and self-development. The Office of Student Fellowships and Research is committed to making the application process a worthwhile learning experience for all students, regardless of whether a fellowship is awarded.

The Office of Student Fellowships and Research works with students and alumni to identify and to apply for relevant nationally competitive fellowships and scholarships such as Fulbright, Marshall, Rhodes, and Watson. Numerous Bowdoin students receive these prestigious awards each year, enabling them to engage in a variety of activities including spending time overseas, conducting independent research, receiving support toward their undergraduate tuition, and attending graduate school.

The Office of Student Fellowships and Research also strives to inform all Bowdoin students about undergraduate research opportunities, primarily at Bowdoin, but also at institutions across the country. Each year the College awards Bowdoin research fellowships to more than one hundred Bowdoin students to carry out faculty-mentored research across all disciplines. A Bowdoin research fellowship allows a student to delve deeply into a research question and can lead to an enhanced independent study or honors project, co-authoring a paper with a faculty mentor, or presenting findings at a professional meeting. These research experiences enrich students' undergraduate experience, make students more competitive for entrance to graduate school, and prepare students to successfully undertake graduate study.

STUDENT AFFAIRS

A residential college adds significantly to the education of students when it provides the opportunity for a distinctive and dynamic learning community to develop. In such a community, Bowdoin students are encouraged, both directly and indirectly, to engage actively in a quest for knowledge both inside and outside the classroom, and to take responsibility for themselves, for others, and for their community. They are challenged to grow personally by constant contact with new experiences and different ways of viewing the world. Simultaneously, they are supported and encouraged by friends, faculty, staff, and other community members and find opportunities for spontaneous as well as structured activities. Such a community promotes the intellectual and personal growth of individuals and encourages mutual understanding and respect in the context of diversity.

The programs and services provided by the Division of Student Affairs exist to support students and the College in developing and maintaining the learning community. Staff throughout the Division of Student Affairs assist students with their studies, their leadership and social growth, their well-being, and their future. The *Bowdoin College Student Handbook* online provides comprehensive information about student life and the programs and services of the Division of Student Affairs. Additional information is available at bowdoin.edu.

THE ACADEMIC HONOR AND SOCIAL CODES

The success of the Academic Honor Code and Social Code requires the active commitment of the College community. Since 1964, with revisions in 1977 and 1993, the community pledge of personal academic integrity has formed the basis for academic and social conduct at Bowdoin. The institution assumes that all Bowdoin students possess the attributes implied in the codes. Bowdoin College expects its students to be responsible for their behavior on and off the campus and to assure the same behavior of their guests.

The Academic Honor Code plays a central role in the intellectual life at Bowdoin College. Students and faculty are obligated to ensure its success. Uncompromised intellectual inquiry lies at the heart of a liberal education. Integrity is essential in creating an academic environment dedicated to the development of independent modes of learning, analysis, judgment, and expression. Academic dishonesty is antithetical to the College's institutional values and constitutes a violation of the Honor Code.

The Social Code describes certain rights and responsibilities of Bowdoin College students. While it imposes no specific morality on students, the College requires certain standards of behavior to secure the safety of the College community and ensure that the campus remains a center of intellectual engagement.

Individuals who suspect violations of the Academic Honor Code and/or Social Code should not attempt to resolve the issues independently, but are encouraged to refer their concerns to the Office of the Dean of Student Affairs. The college reserves the right to impose sanctions on students who violate these codes on or off campus. A thorough description of the Academic Honor Code, the Social Code, and the disciplinary process is included in the *Bowdoin College Student Handbook* online.

OFFICERS OF INSTRUCTION

Barry Mills, A.B. (Bowdoin), Ph.D. (Syracuse), J.D. (Columbia), President of the College. (2001)[†]

Samaa Abdurraqib, B.A. (Ohio State), M.A. (Wisconsin–Madison), Visiting Instructor in Gender and Women's Studies. (2010)

Ericka A. Albaugh, B.A. (Pepperdine), M.A. (Tufts–Fletcher School), Ph.D. (Duke), Assistant Professor of Government. (2008)

Edward P. Ames, B.S., M.S. (Maine–Orono), Coastal Studies Scholar. (2010)

Anthony F. Antolini, A.B. (Bowdoin), M.A., M.A., Ph.D. (Stanford), Senior Lecturer in Music. (1992)

María Báez Marco, B.A. equiv., M.A. equiv. (Universidad Complutense de Madrid), Visiting Lecturer in Spanish. (2009)

Pamela Ballinger, B.A. (Stanford), M.Phil. (Trinity College, Cambridge), M.A., Ph.D. (Johns Hopkins), Associate Professor of Anthropology. (*On leave of absence for the academic year.*) (1998)

Joe Bandy, B.A. (Rhodes), M.A., Ph.D. (California–Santa Barbara), Associate Professor of Sociology. (*On leave of absence for the academic year.*) (1998)

William Barker, A.B. (Harpur College), Ph.D. (Massachusetts Institute of Technology), Isaac Henry Wing Professor of Mathematics. (1975)

Jack R. Bateman, B.Sc. (Dalhousie), Ph.D. (Harvard), Assistant Professor of Biology. (2008)

Mark O. Battle, B.S. (Tufts), B.M. (New England Conservatory), M.A., Ph.D. (Rochester), Associate Professor of Physics. (*On leave of absence for the academic year.*) (1999)

Thomas Baumgarte, Diplom. Ph.D. (Ludwig-Maximilians-Universität Munich), Professor of Physics. (2001)

Rachel J. Beane, B.A. (Williams), Ph.D. (Stanford), Associate Professor of Earth and Oceanographic Science. (1998)

Roger Bechtel, B.A. (DePauw), J.D. (New York University), M.F.A. (Yale), M.A., Ph.D. (Cornell), Associate Professor of Theater and Dance. (2008)

Susan E. Bell, A.B. (Haverford), A.M., Ph.D. (Brandeis), A. Myrick Freeman Professor of Social Sciences. (1983)

Michael Birenbaum Quintero, A.A. (Simon's Rock College of Bard), B.A. (Eugene Lang), M.A., Ph.D. (New York University), Assistant Professor of Music. (2010)

Gil Birney, B.A. (Williams), M.Div. (Virginia), Coach in the Department of Athletics. (2000)

John B. Bisbee, B.F.A. (Alfred), Lecturer in Art. (1996)

Paola Boel, B.S. (Università L. Bocconi, Italy), M.S., Ph.D. (Purdue), Assistant Professor of Economics. (2005)

[†]*Date of first appointment to the faculty.*

^{*}*Indicates candidate for doctoral degree at time of appointment.*

- Jason Bowers**, B.A. (Reed), M.A. (North Carolina–Chapel Hill), Visiting Instructor in Philosophy.* (2010)
- Barbara Weiden Boyd**, A.B. (Manhattanville), A.M., Ph.D. (Michigan), Winkley Professor of Latin and Greek. (1980)
- Bruce L. Brandt**, B.S. (Pomona), M.A., Ph.D. (Rochester), Visiting Lecturer in Physics. (2010)
- Aviva Briefel**, B.A. (Brown), M.A., Ph.D. (Harvard), Associate Professor of English. (*On leave of absence for the academic year.*) (2000)
- Richard D. Broene**, B.S. (Hope), Ph.D. (California–Los Angeles), Professor of Chemistry. (1993)
- Jan M. Brunson**, B.A. (Eckerd), A.M., Visiting Assistant Professor of Anthropology. (2008)
- Jorunn J. Buckley**, Cand. mag. (Oslo), Cand. philol. (Bergen), Ph.D. (Chicago), Associate Professor of Religion. (1999)
- Bradford Burnham**, B.S. (Maine), M.S. (Colorado State), Coach in the Department of Athletics. (2000)
- Kathryn Byrnes**, B.A. (Davidson), M.E. (Wake Forest), Visiting Instructor in Education.* (2009)
- Helen L. Cafferty**, A.B. (Bowling Green), A.M. (Syracuse), Ph.D. (Michigan), William R. Kenan Jr. Professor of German and the Humanities. (*Fall semester.*) (1972)
- Philip Camill III**, B.A. (Tennessee), Ph.D. (Duke), Rusack Associate Professor of Environmental Studies and Earth and Oceanographic Science. (2008)
- David C. Caputi**, B.A. (Middlebury), M.Ed. (North Adams State), Coach in the Department of Athletics. (2000)
- Judith S. Casselberry**, B.Mus. (Berklee), M.A. (Wesleyan), M.Phil, M.A., Ph.D. (Yale), Assistant Professor of Africana Studies. (2009)
- Nadia V. Celis**, B.A. (Universidad de Cartagena), M.A., Ph.D. (Rutgers), Assistant Professor of Romance Languages. (*On leave of absence for the academic year.*) (2007)
- Steven R. Cerf**, A.B. (Queens College), M.Ph., Ph.D. (Yale), George Lincoln Skolfield Jr. Professor of German. (1971)
- Tess Chakkalalal**, B.A. (Toronto), M.A., Ph.D. (York), Assistant Professor of Africana Studies and English. (2008)
- Connie Y. Chiang**, B.A. (California–Santa Barbara), M.A., Ph.D. (Washington), Assistant Professor of History and Environmental Studies. (2002)
- Sarah L. Childress**, B.A. (Emory), M.A., Ph.D. (Vanderbilt), Visiting Assistant Professor of Film Studies. (2010)
- Eric L. Chown**, B.A., M.S. (Northwestern), Ph.D. (Michigan), Professor of Computer Science. (1998)
- Ronald L. Christensen**, A.B. (Oberlin), A.M., Ph.D. (Harvard), James Stacy Coles Professor of Natural Sciences. (1976)

- Wendy Christensen**, B.A. (SUNY–Stony Brook), M.S. (Wisconsin–Madison), Visiting Instructor in Sociology.* (2010)
- Brock Clarke**, B.A. (Dickinson), M.A., Ph.D. (Rochester), Associate Professor of English. (2010)
- David Collings**, A.B. (Pacific Union), A.M., Ph.D. (California–Riverside), Professor of English. (*On leave of absence for the academic year.*) (1987)
- Thomas Conlan**, B.A. (Michigan), M.A., Ph.D. (Stanford), Professor of History and Asian Studies. (1998)
- Sarah O'Brien Conly**, A.B. (Princeton), M.A., Ph.D. (Cornell), Assistant Professor of Philosophy. (*On leave of absence for the academic year.*) (2005)
- Rachel Ex Connelly**, A.B. (Brandeis), A.M., Ph.D. (Michigan), Bion R. Cram Professor of Economics. (1985)
- Michael Connolly**, B.A. (Brandeis), Coach in the Department of Athletics. (1999)
- Thomas B. Cornell**, A.B. (Amherst), Richard E. Steele Artist in Residence. (1962)
- Peter Coviello**, B.A. (Northwestern), M.A., Ph.D. (Cornell), Associate Professor of English. (1998)
- Mariana M. Cruz**, B.A. (Puerto Rico), M.A. (Texas Woman's), M.S. (Cornell), Consortium for Faculty Diversity Pre-Dissertation Fellow and Lecturer in Education. (2009)
- Elena Cueto-Asín**, B.A. (Universidad Complutense de Madrid), M.A., Ph.D. (Purdue), Associate Professor of Romance Languages. (*On leave of absence for the academic year.*) (2000)
- Songren Cui**, B.A. (Zhongshan), M.A., Ph.D. (California–Los Angeles), Associate Professor of Asian Studies. (1999)
- Annelle Curulla**, B.A. (Connecticut College), M.A. (Middlebury), M.A., M.Phil. (Columbia), Visiting Instructor in Romance Languages.* (2008)
- Michael Danahy**, B.S. (Bates), M.A., Ph.D. (Princeton), Visiting Assistant Professor of Chemistry. (2009)
- Charlotte Daniels**, B.A./B.S. (Delaware), M.A., Ph.D. (Pennsylvania), Associate Professor of Romance Languages. (1999)
- Katherine L. Dauge-Roth**, A.B. (Colby), D.E.U.G. (Université de Caen), M.A., Ph.D. (Michigan), Associate Professor of Romance Languages. (*On leave of absence for the academic year.*) (1999)
- Dan Davies**, B.S. (Keene State), M.Ed., M.S.P.T. (Hartford), Director of Sports Medicine. (2003)
- Shelley M. Deane**, B.S. (Manchester), M.A. (Warwick), Ph.D. (London School of Economics), Assistant Professor of Government. (2004)
- Gregory P. DeCoster**, B.S. (Tulsa), Ph.D. (Texas), Associate Professor of Economics. (1985)
- Deborah S. DeGraff**, B.A. (Knox College), M.A., Ph.D. (Michigan), Professor of Economics. (1991)
- Dallas G. Denery II**, B.A. (California–Berkeley), M.A. (Dominican School of Philosophy and Theology), Ph.D. (California–Berkeley), Associate Professor of History. (2002)

- Julian P. Diaz**, B.S. (Escuela Superior Politécnica del Litoral–Ecuador), M.S. (Universitat Pompeu Fabra–Spain), M.A., Ph.D. (Minnesota), Assistant Professor of Economics. (2006)
- Sara A. Dickey**, B.A. (Washington), M.A., Ph.D. (California–San Diego), Professor of Anthropology. (*On leave of absence for the spring semester.*) (1988)
- Patsy S. Dickinson**, A.B. (Pomona), M.S., Ph.D. (Washington), Josiah Little Professor of Natural Sciences. (*On leave of absence for the academic year.*) (1983)
- Linda J. Docherty**, A.B. (Cornell), A.M. (Chicago), Ph.D. (North Carolina), Associate Professor of Art History. (1986)
- Charles Dorn**, B.A. (George Washington), M.A., (Stanford), Ph.D. (California–Berkeley), Associate Professor of Education. (2003)
- Danielle H. Dube**, B.A. (Cornell), Ph.D. (California–Berkeley), Assistant Professor of Chemistry and Biochemistry. (*On leave of absence for the spring semester.*) (2007)
- Oscar Duncan**, B.S., M.Ed. (Idaho), Coach in the Department of Athletics. (2007)
- Mary Agnes Edsall**, B.A., M.A., Ph.D. (Columbia), Assistant Professor of English. (2003)
- Alicia Eggert**, B.S. (Drexel), M.F.A. (Alfred), Assistant Professor of Art. (2010)
- Aimee M. Eldridge**, B.A. (Wooster), Ph.D. (Oregon), Visiting Assistant Professor of Chemistry and Biochemistry. (2010)
- Olaf Ellers**, B.Sc. (Toronto), Ph.D. (Duke), Visiting Assistant Professor of Biology. (*Spring semester.*)
- Gustavo Faverón-Patriau**, B.A., Lic. (Pontificia Universidad Católica del Perú), M.A., Ph.D. (Cornell), Assistant Professor of Romance Languages. (2005)
- John M. Fitzgerald**, A.B. (Montana), M.S., Ph.D. (Wisconsin), William D. Shipman Professor of Economics. (1983)
- Pamela M. Fletcher**, A.B. (Bowdoin), M.A., Ph.D. (Columbia), Associate Professor of Art History. (*On leave of absence for the academic year.*) (2001)
- Tomas Fortson**, Coach in the Department of Athletics. (2000)
- Guy Mark Foster**, B.A. (Wheaton), M.A., Ph.D. (Brown), Assistant Professor of English. (2006)
- Paul N. Franco**, B.A. (Colorado College), M.Sc. (London School of Economics), Ph.D. (Chicago), Professor of Government. (1990)
- Michael M. Franz**, B.A. (Fairfield), M.A., Ph.D. (Wisconsin–Madison), Associate Professor of Government. (2005)
- Judy Gailen**, M.F.A. equiv. (Yale School of Drama), Adjunct Lecturer in Theater. (*Fall semester.*) (2000)
- Damon P. Gannon**, B.A. (Brandeis), M.A. (Bridgewater State), Ph.D. (Duke), Director of the Bowdoin Scientific Station on Kent Island and Adjunct Assistant Professor of Biology. (2008)
- Davida Gavioli**, B.A. (Bergamo–Italy), Ph.D. (Pennsylvania State), Lecturer in Italian. (2008)
- Eric C. Gaze**, B.A. (Holy Cross), M.A., Ph.D. (Massachusetts–Amherst), Director of Quantitative Reasoning. (2009)

- Olubukola Gbádégesin**, B.A. (Cornell), Ph.D. (Emory), Consortium for Faculty Diversity Postdoctoral Fellow and Lecturer in Art History. (2010)
- Kristen R. Ghodsee**, B.A. (California–Santa Cruz), M.A., Ph.D. (California–Berkeley), John S. Osterweis Associate Professor of Gender and Women’s Studies. (*On leave of absence for the academic year.*) (2002)
- Nestor Armando Gil**, B.A. (New College of Florida), M.F.A. (North Carolina–Chapel Hill), Consortium for Faculty Diversity Fellow and Lecturer in Visual Art. (2009)
- Timothy J. Gilbride**, A.B. (Providence), M.P. (American International), Coach in the Department of Athletics. (1985)
- Jonathan P. Goldstein**, A.B. (New York–Buffalo), A.M., Ph.D. (Massachusetts), Professor of Economics. (1979)
- Celeste Goodridge**, A.B. (George Washington), A.M. (William and Mary), Ph.D. (Rutgers), Professor of English. (*On leave of absence for the spring semester.*) (1986)
- Sunil Goonasekera**, B.A. (Peradeniya), M.A., Ph.D. (California–San Diego), Visiting Assistant Professor of Religion. (2006)
- David Gordon**, B.A. (University of Cape Town), M.A., Ph.D. (Princeton), Associate Professor of History. (2005)
- Benjamin C. Gorske**, B.M., B.A. (Lawrence University), Ph.D. (Wisconsin–Madison), Assistant Professor of Chemistry and Biochemistry. (2010)
- Meggan Gould**, B.A. (North Carolina–Chapel Hill), M.F.A. (Massachusetts–Dartmouth), Visiting Assistant Professor of Art. (2006)
- Robert K. Greenlee**, B.M., M.M. (Oklahoma), D.M. (Indiana), Professor of Music. (1982)
- Charlotte Griffin**, B.F.A. (Juilliard), M.F.A. (Texas–Austin), Assistant Professor of Dance. (2010)
- Elizabeth Grote**, B.S. (Vermont), M.S. (New Hampshire), Coach in the Department of Athletics. (2002)
- Debra Guckenheimer**, B.A. (Oberlin), M.A., Ph.D. (California–Santa Barbara), Visiting Assistant Professor of Sociology. (2010)
- Valérie Guillet**, M.A. (Université Jean Moulin), M.A. (SUNY–Binghamton), Adjunct Lecturer in French. (*Fall semester.*) (2007)
- Leon Harkleroad**, B.S. (George Mason), Ph.D. (Notre Dame), Visiting Lecturer in Mathematics.
- Anne C. J. Hayden**, B.A. (Harvard), M.S. (Duke), Adjunct Lecturer in Environmental Studies. (*Spring semester.*)
- David Hecht**, B.A. (Brandeis), Ph.D. (Yale), Assistant Professor of History. (2006)
- Barbara S. Held**, A.B. (Douglass), Ph.D. (Nebraska), Barry N. Wish Professor of Psychology and Social Studies. (1979)
- Laura A. Henry**, B.A. (Wellesley), M.A., Ph.D. (California–Berkeley), Associate Professor of Government. (2004)
- Guillermo Herrera**, A.B. (Harvard), M.S., M.A., Ph.D. (Washington), Associate Professor of Economics. (2000)

- K. Page Herrlinger**, B.A. (Yale), M.A., Ph.D. (California–Berkeley), Associate Professor of History. (1997)
- James A. Higginbotham**, B.S., A.M., Ph.D. (Michigan–Ann Arbor), Associate Professor of Classics on the Henry Johnson Professorship Fund, Associate Curator for the Ancient Collection, Associate Dean for Academic Affairs, and Associate Affirmative Action Officer. (1994)
- John C. Holt**, A.B. (Gustavus Adolphus), A.M. (Graduate Theological Union), Ph.D. (Chicago), Litt.D. (University of Peradeniya), William R. Kenan Jr. Professor of the Humanities in Religion and Asian Studies. (*On leave of absence for the academic year.*) (1978)
- Russell J. Hopley**, B.A. (Northwestern), M.A. (Stanford), M.A. (Loyola), Ph.D. (Princeton), Lecturer in Arabic. (2008)
- Hadley Wilson Horch**, B.A. (Swarthmore), Ph.D. (Duke), Associate Professor of Biology and Neuroscience. (2001)
- Mary Hunter**, B.A. (Sussex), M.A., Ph.D. (Cornell), A. LeRoy Greason Professor of Music. (*On leave of absence for the academic year.*) (1997)
- George S. Isaacson**, A.B. (Bowdoin), J.D. (Pennsylvania), Adjunct Lecturer in Government. (*Fall semester.*)
- William R. Jackman**, B.S. (Washington–Seattle), Ph.D. (Oregon), Assistant Professor of Biology. (*On leave of absence for the academic year.*) (2007)
- Seth N. Jaffe**, A.B. (Bowdoin), M.S. (London School of Economics), Visiting Instructor in Government.* (2010)
- Nancy E. Jennings**, B.A. (Macalester), M.S. (Illinois–Urbana-Champaign), Ph.D. (Michigan State), Associate Professor of Education. (1994)
- DeWitt John**, B.A. (Harvard), M.A., Ph.D. (Chicago), Thomas F. Shannon Distinguished Lecturer in Environmental Studies. (2000)
- Amy S. Johnson**, B.A. (California–Los Angeles), Ph.D. (California–Berkeley), James R. and Helen Lee Billingsley Professor of Marine Biology. (1989)
- Jessica Marie Johnson**, B.A. (Washington–St. Louis), Consortium for Faculty Diversity Pre-Dissertation Fellow and Lecturer in Africana Studies. (2009)
- Gwyneth Jones**, Senior Lecturer in Dance Performance. (1987)
- Cristle Collins Judd**, B.M., M.M. (Rice), M.Mus., Ph.D. (London), Professor of Music and Dean for Academic Affairs. (2006)
- Susan A. Kaplan**, A.B. (Lake Forest), A.M., Ph.D. (Bryn Mawr), Associate Professor of Anthropology and Director of the Peary-MacMillan Arctic Museum and Arctic Studies Center. (1985)
- B. Zorina Khan**, B.Sc. (University of Surrey), M.A. (McMaster University), Ph.D. (California–Los Angeles), Professor of Economics. (1996)
- Ann L. Kibbie**, B.A. (Boston), Ph.D. (California–Berkeley), Associate Professor of English. (1989)
- Noah Kieserman**, B.A. (Dartmouth), M.A., Ph.D. (Wisconsin–Madison), Postdoctoral Fellow in Mathematics. (2009)

OFFICERS OF INSTRUCTION

- Abigail Killeen**, B.F.A. (New York University–Tisch School), M.F.A. (Brandeis), Assistant Professor of Theater. (2008)
- Angus S. King**, A.B. (Dartmouth), L.L.B. (Virginia), Distinguished Lecturer. (2004)
- Michael King**, B.A. (Yale), M.S., Ph.D. (Brown), Visiting Assistant Professor of Mathematics. (2009)
- Aaron W. Kitch**, B.A. (Yale), M.A. (Colorado–Boulder), Ph.D. (Chicago), Associate Professor of English. (2002)
- Matthew W. Klinge**, B.A. (California–Berkeley), M.A., Ph.D. (Washington), Associate Professor of History and Environmental Studies. (2001)
- Jane E. Knox-Voina**, A.B. (Wheaton), A.M. (Michigan State), Ph.D. (Texas–Austin), Professor of Russian. (1976)
- Amer Kobaslija**, B.F.A. (Ringling), M.F.A. (Montclair State), Visiting Assistant Professor of Art. (2009)
- Bruce D. Kohorn**, B.A. (Vermont), M.S., Ph.D. (Yale), Professor of Biology and Biochemistry. (2001)
- Michael Kolster**, B.A. (Williams), M.F.A. (Massachusetts College of Art), Associate Professor of Art. (2000)
- Belinda Kong**, B.A. (William and Mary), M.A., Ph.D. (Michigan–Ann Arbor), Assistant Professor of Asian Studies and English. (2005)
- Jennifer Clarke Kosak**, A.B. (Harvard–Radcliffe), Ph.D. (Michigan–Ann Arbor), Associate Professor of Classics. (1999)
- Edward P. Laine**, A.B. (Wesleyan), Ph.D. (Woods Hole and Massachusetts Institute of Technology), Associate Professor of Earth and Oceanographic Science. (1985)
- Rachel Larsen**, B.A. (Vassar), M.S., Ph.D. (Illinois–Urbana-Champaign), Visiting Assistant Professor of Biology. (2010)
- Henry C. W. Laurence**, B.A. (Oxford), Ph.D. (Harvard), Associate Professor of Government and Asian Studies. (1997)
- Peter D. Lea**, A.B. (Dartmouth), M.S. (Washington), Ph.D. (Colorado–Boulder), Associate Professor of Earth and Oceanographic Science. (1988)
- De-nin Deanna Lee**, B.A. (California–Berkeley), M.A. (Williams), Ph.D. (Stanford), Assistant Professor of Art History and Asian Studies. (2003)
- Joon-Suk Lee**, Diplom (Universität Karlsruhe), M.A. (Michigan–Ann Arbor), Ph.D. (North Carolina–Chapel Hill), Assistant Professor of Economics. (2005)
- Adam B. Levy**, B.A. (Williams), Ph.D. (Washington), Professor of Mathematics. (*On leave of absence for the academic year.*) (1994)
- Yan Li**, B.A. (Huanggang Normal College), M.A. (Beijing Normal), Lecturer in Chinese Language. (2009)
- John Lichter**, B.S. (Northern Illinois), Ph.D. (Minnesota), Associate Professor of Biology and Environmental Studies. (*On leave of absence for the academic year.*) (2000)
- Karen U. Lindo**, B.S. (Maryland), M.A. (New York University), Ph.D. (California–Los Angeles), Visiting Assistant Professor of Romance Languages. (2007)

- Barry A. Logan**, B.A. (Cornell), Ph.D. (Colorado), Professor of Biology. (1998)
- George Lopez**, B.Mus. (Hartt School of Music), M.Mus. (Sweelinck Conservatorium–Amsterdam), Visiting Artist in Residence. (2010)
- Suzanne B. Lovett**, A.B. (Bowdoin), Ph.D. (Stanford), Associate Professor of Psychology. (1990)
- Scott MacEachern**, B.A. (Prince Edward Island), M.A., Ph.D. (Calgary), Professor of Anthropology. (1995)
- Stephen M. Majercik**, A.B. (Harvard), M.F.A., M.B.A. (Yale), M.S. (Southern Maine), Ph.D. (Duke), Associate Professor of Computer Science. (2000)
- Lisa Mangiamele**, B.A. (Colgate), Ph.D. (North Carolina–Chapel Hill), Postdoctoral Fellow in Neuroscience. (2010)
- Janet M. Martin**, A.B. (Marquette), M.A., Ph.D. (Ohio State), Professor of Government. (*On leave of absence for the spring semester.*) (1986)
- Frank Mauceri**, B.A., B.M. (Oberlin), M.M., D.M.A. (Illinois–Urbana-Champaign), Lecturer in Music. (2003)
- Aba Mbirika**, B.A. (Sonoma State), M.S., Ph.D. (Iowa), Consortium for Faculty Diversity Postdoctoral Fellow and Lecturer in Mathematics. (2010)
- Anne E. McBride**, B.S. (Yale), M.Phil. (Cambridge), Ph.D. (Colorado–Boulder), Associate Professor of Biology and Biochemistry. (*On leave of absence for the academic year.*) (2001)
- Thomas E. McCabe Jr.**, B.S., M.S. (Springfield College), Coach in the Department of Athletics. (1990)
- James W. McCalla**, B.A., B.M. (Kansas), M.M. (New England Conservatory), Ph.D. (California–Berkeley), Associate Professor of Music. (1985)
- Daphne McCoy**, B.A. (Central Oklahoma), M.F.A. (Illinois), Adjunct Lecturer in Dance. (*Fall semester.*) (2010)
- Craig A. McEwen**, A.B. (Oberlin), A.M., Ph.D. (Harvard), Daniel B. Fayerweather Professor of Political Economy and Sociology and Senior Faculty Fellow in the Joseph McKeen Center for the Common Good. (1975)
- Sarah F. McMahon**, A.B. (Wellesley), Ph.D. (Brandeis), Associate Professor of History. (1982)
- Terry Meagher**, A.B. (Boston), M.S. (Illinois State), Associate Director of Athletics and Sidney J. Watson Coach of Men's Ice Hockey. (1983)
- Stephen J. Meardon**, B.A. (Bowdoin), M.A., Ph.D. (Duke), Assistant Professor of Economics. (2008)
- Raymond H. Miller**, A.B. (Indiana), A.M., Ph.D. (Harvard), Associate Professor of Russian. (1983)
- Richard E. Morgan**, A.B. (Bowdoin), A.M., Ph.D. (Columbia), William Nelson Cromwell Professor of Constitutional and International Law and Government. (1969)
- John Morneau**, B.M. (New Hampshire), Director of the Bowdoin Concert Band. (Adjunct.) (1988)
- Robert G. Morrison**, A.B., A.M. (Harvard), Ph.D. (Columbia), Associate Professor of Religion. (2008)

- Madeleine E. Msall**, B.A. (Oberlin), M.A., Ph.D. (Illinois–Urbana-Champaign), Associate Professor of Physics. (1994)
- James Mullen**, B.F.A. (New Hampshire), M.F.A. (Indiana), Associate Professor of Art. (*On leave of absence for the academic year.*) (1999)
- Dhiraj Murthy**, B.A. (Claremont McKenna), M.S. (Bristol), M.S. (London School of Economics), Ph.D. (Cambridge), Assistant Professor of Sociology. (2008)
- Elizabeth Muther**, B.A. (Wellesley), Ph.D. (California–Berkeley), Associate Professor of English. (*On leave of absence for the academic year.*) (1993)
- Stephen G. Naculich**, B.S. (Case Western Reserve), M.A., Ph.D. (Princeton), Professor of Physics. (1993)
- Jeffrey K. Nagle**, A.B. (Earlham), Ph.D. (North Carolina), Professor of Chemistry. (1980)
- Erik Nelson**, B.A. (Boston College), M.A., Ph.D. (Minnesota), Assistant Professor of Economics. (2010)
- Ingrid A. Nelson**, B.A. (Wellesley), M.A., Ph.D. (Stanford), Assistant Professor of Sociology. (2010)
- Michael Nerdahl**, B.S., M.A., Ph.D. (Wisconsin–Madison), Visiting Assistant Professor of Classics. (2008)
- Terri Nickel**, B.A. (Pacific Union), M.A. (Loma Linda), Ph.D. (California–Riverside), Visiting Assistant Professor of English. (2008)
- Mitsuko Numata**, A.S. (Genesee Community College), B.A. (SUNY–Buffalo), M.A. (Iowa), Lecturer in Japanese. (2009)
- Kathleen A. O'Connor**, A.B. (Dartmouth), A.M., Ph.D. (Virginia), Director of the Writing Project and Lecturer in Education. (1987)
- Francis O'Leary**, B.A. (Thomas Edison State College), Coach in the Department of Athletics. (2005)
- Daniela A. S. de Oliveira**, B.S., M.S. (Federal University of Minas Gerais–Brazil), Ph.D. (California–Davis), Assistant Professor of Computer Science. (2010)
- Marissa O'Neil**, A.B. (Bowdoin), M.S. (Massachusetts–Amherst), Coach in the Department of Athletics. (2010)
- Michael F. Palopoli**, B.S., M.S. (Michigan–Ann Arbor), Ph.D. (Chicago), Associate Professor of Biology. (1998)
- H. Roy Partridge Jr.**, B.A. (Oberlin), M.S.W., M.A., Ph.D. (Michigan), M.Div. (Harvard), Visiting Assistant Professor of Sociology and Special Assistant to the President for Multicultural Affairs. (1994)
- Jill E. Pearlman**, B.A. (Beloit), M.A. (California), Ph.D. (Chicago), Lecturer in Environmental Studies. (1994)
- Nicola C. Pearson**, B.S. (St. Mary's College, London), Associate Athletic Director and Coach in the Department of Athletics. (1996)
- Stephen G. Perkinson**, B.A. (Colgate), M.A., Ph.D. (Northwestern), Associate Professor of Art History. (2002)

- Carey R. Phillips**, B.S. (Oregon State), M.S. (California–Santa Barbara), Ph.D. (Wisconsin–Madison), Professor of Biology. (*On leave of absence for the spring semester.*) (1985)
- Thomas Pietraho**, B.A., M.S. (Chicago), Ph.D. (Massachusetts Institute of Technology), Associate Professor of Mathematics. (2001)
- Christian P. Potholm II**, A.B. (Bowdoin), M.A., M.A.L.D., Ph.D. (Tufts), DeAlva Stanwood Alexander Professor of Government. (1970)
- Elizabeth A. Pritchard**, A.B. (Boston College), M.T.S., M.A., Ph.D. (Harvard), Associate Professor of Religion. (1998)
- Brian Purnell**, B.A. (Fordham), M.A., Ph.D. (New York University), Assistant Professor of Africana Studies. (2010)
- Samuel P. Putnam**, B.S. (Iowa), M.S., Ph.D. (Pennsylvania State), Associate Professor of Psychology. (2001)
- Thomas F. Radulski**, B.A., M.P.A. (New Hampshire), Coach in the Department of Athletics. (2001)
- Patrick J. Rael**, B.A. (Maryland–College Park), M.A., Ph.D. (California–Berkeley), Associate Professor of History. (1995)
- Seth J. Ramus**, B.A. (California–Berkeley), M.A., Ph.D. (California–San Diego), Assistant Professor of Psychology and Neuroscience. (2002)
- Anna Rein**, M.A. equiv. (University of Pisa), Lecturer in Italian. (2000)
- Marilyn Reizbaum**, A.B. (Queens College), M.Litt. (Edinburgh), Ph.D. (Wisconsin–Madison), Professor of English. (1984)
- Ryan Ann Ricciardi**, A.B. (Bowdoin), M.A., Ph.D. (Cincinnati), Visiting Assistant Professor of Classics. (2008)
- Nancy E. Riley**, B.A. (Pennsylvania), M.P.H., M.A. (Hawai'i), Ph.D. (Johns Hopkins), Professor of Sociology. (*On leave of absence for the academic year.*) (1992)
- Desdamona Rios**, B.A. (California State–Northridge), Ph.D. (Michigan), Consortium for Faculty Diversity Postdoctoral Fellow and Lecturer in Psychology and Gender and Women's Studies. (2010)
- Rosemary A. Roberts**, B.A. (University of Reading), M.Sc., Ph.D. (University of Waterloo), Professor of Mathematics. (1984)
- Davis R. Robinson**, B.A. (Hampshire), M.F.A. (Boston University), Professor of Theater. (1999)
- Collin Roesler**, B.S. (Brown), M.S. (Oregon State), Ph.D. (Washington), Associate Professor of Earth and Oceanographic Science. (2009)
- Maren Rojas**, B.A. (William and Mary), M.Ed. (Syracuse), Coach in the Department of Athletics. (2007)
- Lynn M. Ruddy**, B.S. (Wisconsin–Oshkosh), Associate Director of Athletics and Coach in the Department of Athletics. (1976)
- Arielle Saiber**, B.A. (Hampshire), M.A., Ph.D. (Yale), Associate Professor of Romance Languages. (1999)

OFFICERS OF INSTRUCTION

- Roberto Salgado**, B.S. (SUNY–Stony Brook), M.S. (Chicago), Ph.D. (Syracuse), Visiting Assistant Professor of Physics. (2010)
- James A. St. Pierre**, B.S. (Maine–Orono), M.S. (Wisconsin), Coach in the Department of Athletics. (2001)
- Doris A. Santoro**, B.A. (Rochester), Ed.D. (Columbia), Assistant Professor of Education. (*On leave of absence for the fall semester.*) (2005)
- Paul Sarvis**, B.A., M.F.A. (Goddard), Senior Lecturer in Dance Performance. (1987)
- Carrie Scanga**, B.A. (Bryn Mawr), M.F.A. (Washington–Seattle), Assistant Professor of Art. (2009)
- Jennifer Scanlon**, B.S. (SUNY–Oneonta), M.A. (Delaware), M.A., Ph.D. (Binghamton), Professor of Gender and Women's Studies. (2002)
- Paul E. Schaffner**, A.B. (Oberlin), Ph.D. (Cornell), Associate Professor of Psychology. (*On leave of absence for the spring semester.*) (1977)
- Michael Schiff-Verre**, B.S.W. (Southern Maine), Adjunct Lecturer in Theater and Technical Director/Resident Lighting Designer. (2003)
- Scott R. Sehon**, B.A. (Harvard), M.A., Ph.D. (Princeton), Professor of Philosophy. (1993)
- Jeffrey S. Selinger**, B.A. (Rutgers), M.A., Ph.D. (Cornell), Assistant Professor of Government. (2007)
- Vjyayanthi Ratnam Selinger**, B.A. (Jawaharlal Nehru University, India), M.A. (Harvard), Ph.D. (Cornell), Assistant Professor of Asian Studies. (2005)
- Vineet Shende**, B.A. (Grinnell), M.A. (Butler), Ph.D. (Cornell), Associate Professor of Music. (2002)
- Adrienne Shibles**, B.A. (Bates), M.S. (Smith), Coach in the Department of Athletics. (2008)
- Lawrence H. Simon**, A.B. (Pennsylvania), A.B. (Oxford), M.A./B.A. (Cambridge), Ph.D. (Boston University), Associate Professor of Philosophy and Environmental Studies. (1987)
- Peter Slovenski**, A.B. (Dartmouth), A.M. (Stanford), Coach in the Department of Athletics. (1987)
- Louisa M. Slowiaczek**, B.S. (Massachusetts), Ph.D. (Indiana), Professor of Psychology. (1998)
- Jill S. Smith**, B.A. (Amherst), M.A., Ph.D. (Indiana–Bloomington), Assistant Professor of German. (2006)
- Robert B. Sobak**, A.B. (Franklin and Marshall), M.A. (Georgia), M.A., Ph.D. (Princeton), Assistant Professor of Classics. (*On leave of absence for the academic year.*) (2007)
- Allen L. Springer**, A.B. (Amherst), M.A., M.A.L.D., Ph.D. (Tufts), Professor of Government. (1976)
- Daniel M. Steffenson**, A.B. (Cornell College–Iowa), A.M., Ph.D. (Harvard), Visiting Professor of Chemistry. (2010)
- Elizabeth A. Stemmler**, B.S. (Bates), Ph.D. (Indiana), Professor of Chemistry. (1988)
- Matthew F. Stuart**, B.A. (Vermont), M.A., Ph.D. (Cornell), Associate Professor of Philosophy. (1993)

- Rachel L. Sturman**, B.A. (Chicago), M.A., Ph.D. (California–Davis), Assistant Professor of History and Asian Studies. (2003)
- Ryan Sullivan**, B.A. (Middlebury), Coach in the Department of Athletics. (2001)
- Dale A. Syphers**, B.S., M.Sc. (Massachusetts), Ph.D. (Brown), Professor of Physics. (*On leave of absence for the fall semester.*) (1986)
- Jennifer Taback**, B.A. (Yale), M.A., Ph.D. (Chicago), Associate Professor of Mathematics. (2002)
- Mohammad Tajdari**, B.S., M.S., Ph.D. (Florida State), Visiting Assistant Professor of Mathematics. (*Fall semester.*) (2005)
- Susan L. Tananbaum**, B.A. (Trinity), M.A., M.A., Ph.D. (Brandeis), Associate Professor of History. (1990)
- Yao Tang**, B.A. (Beijing Second Foreign Language Institute), M.A. (Simon Fraser), Ph.D. (British Columbia), Assistant Professor of Economics. (2009)
- Birgit Tautz**, Diplom Germanistik (Leipzig), M.A. (Wisconsin), Ph.D. (Minnesota), Associate Professor of German. (2002)
- Hilary Thompson**, B.A. (Toronto), M.A., Ph.D. (Michigan), Visiting Assistant Professor of English. (2009)
- Richmond R. Thompson**, B.S. (Furman), Ph.D. (Cornell), Associate Professor of Psychology and Neuroscience. (1999)
- Daniel J. Thornhill**, B.S. (Michigan State), Ph.D. (Georgia), Doherty Marine Biology Postdoctoral Scholar. (2008)
- Laura I. Toma**, B.S., M.S. (Universitatea Politehnica Bucuresti), M.S., Ph.D. (Duke), Associate Professor of Computer Science. (2003)
- Karen Topp**, B.Sc. (Queen's University, Kingston, Ontario), Ph.D. (Cornell), Lecturer in Physics. (2005)
- Shu-chin Tsui**, B.A. (Xian Foreign Language Institute, China), M.A. (Wisconsin), M.A., Ph.D. (Michigan), Associate Professor of Asian Studies. (*On leave of absence for the academic year.*) (2002)
- John H. Turner**, A.M. (St. Andrews, Scotland), A.M. (Indiana), Ph.D. (Harvard), Professor of Romance Languages. (1971)
- Esmeralda A. Ulloa**, B.A. (California–Irvine), A.M. (Harvard), Visiting Instructor in Romance Languages.* (2008)
- Chad S. Uran**, B.A. (Minnesota), M.A. (Iowa), Visiting Lecturer in Anthropology. (2008)
- David J. Vail**, A.B. (Princeton), M.A., Ph.D. (Yale), Adams-Catlin Professor of Economics. (1970)
- June A. Vail**, A.B. (Connecticut), M.A.L.S. (Wesleyan), Professor of Dance. (*Fall semester.*) (1987)
- Krista E. Van Vleet**, B.S. (Beloit), M.A., Ph.D. (Michigan), Associate Professor of Anthropology. (1999)

William C. VanderWolk, A.B. (North Carolina), A.M. (Middlebury), Ph.D. (North Carolina), Henry Wadsworth Longfellow Professor of Modern Languages and Associate Dean for Faculty Development. (1984)

Dharni Vasudevan, B.S. (Massachusetts Institute of Technology), M.S., Ph.D. (Johns Hopkins), Associate Professor of Chemistry and Environmental Studies. (2003)

Olufemi O. Vaughan, B.A., M.A. (St. John's), Ph.D. (Oxford), Geoffrey Canada Professor of Africana Studies and History. (2008)

Roland Vazquez, B.A., M.A. (CUNY), M.A., Ph.D. (Cornell), Director of Chamber Ensembles. (Adjunct.) (2004)

Hanétha Vété-Congolo, B.A., M.A., Ph.D. (Université des Antilles et de la Guyane), Associate Professor of Romance Languages. (2001)

Laura F. Voss, B.A. (Colorado College), Ph.D. (California–Los Angeles), Assistant Professor of Chemistry. (*On leave of absence for the academic year.*) (2007)

Anthony E. Walton, B.A. (Notre Dame), M.F.A. (Brown), Writer in Residence. (1995)

Jeffrey H. Ward, A.B. (Dartmouth), M.A. (Columbia), Ashmead White Director of Athletics. (1998)

Christopher Watkinson, A.A. (Full Sail School of Recording), B.A. (Southern Maine), Adjunct Lecturer in Music and Recital Hall Technician. (2007)

Sheila Watt-Cloutier, Visiting Tallman Scholar. (2010)

William C. Watterson, A.B. (Kenyon), Ph.D. (Brown), Edward Little Professor of the English Language and Literature. (1976)

Susan E. Wegner, A.B. (Wisconsin–Madison), A.M., Ph.D. (Bryn Mawr), Associate Professor of Art History. (1980)

Allen Wells, A.B. (SUNY–Binghamton), A.M., Ph.D. (SUNY–Stony Brook), Roger Howell Jr. Professor of History. (1988)

Tricia Welsch, B.A. (Fordham), M.A., Ph.D. (Virginia), Associate Professor of Film Studies on the Marvin H. Green Jr. Fund. (*On leave of absence for the academic year.*) (1993)

Mark C. Wethli, B.F.A., M.F.A. (Miami), A. LeRoy Greason Professor of Art. (1985)

Eugenia Wheelwright, B.A. (Yale), M.A. (Washington), Lecturer in Romance Languages. (2005)

Nathaniel T. Wheelwright, B.S. (Yale), Ph.D. (Washington), Anne T. and Robert M. Bass Professor of Natural Sciences. (1986)

Carolyn Wolfenzon, B.A. (University of Lima–Peru), M.A. (Colorado–Boulder), Ph.D. (Cornell), Visiting Assistant Professor of Romance Languages. (2007)

Kara Wooldrik, B.A. (California–Santa Barbara), M.S. (Antioch), Adjunct Lecturer in Environmental Studies. (*Fall semester.*) (2008)

Katherine G. Worthing, A.B. (Bowdoin), Ph.D. (Glasgow), Visiting Assistant Professor of Art History. (2010)

Jean M. Yarbrough, A.B. (Cedar Crest College), A.M., Ph.D. (New School for Social Research), Gary M. Pendy Sr. Professor of Social Sciences. (*On leave of absence for the academic year.*) (1988)

Enrique Yepes, B.A. (Universidad Pontificia Bolivariana), Ph.D. (Rutgers), Peter M. Small Associate Professor of Romance Languages. (1996)

Mary Lou Zeeman, B.A., M.A. (Oxford), Ph.D. (California–Berkeley), R. Wells Johnson Professor of Mathematics. (2006)

Lawrence L. C. Zhang, B.A. (Oberlin), Instructor in History and Asian Studies.* (2009)

OFFICERS OF INSTRUCTION EMERITI

John W. Ambrose Jr., A.B., A.M., Ph.D. (Brown), Joseph Edward Merrill Professor of Greek Language and Literature Emeritus. (1966)

Ray Stuart Bicknell, B.S., M.S. (Springfield), Coach in the Department of Athletics Emeritus. (1962)

Franklin G. Burroughs Jr., A.B. (University of the South), A.M., Ph.D. (Harvard), Harrison King McCann Professor Emeritus of the English Language. (1968)

Samuel Shipp Butcher, A.B. (Albion), A.M., Ph.D. (Harvard), Professor of Chemistry Emeritus. (1964)

Charles J. Butt, B.S., M.S. (Springfield), Coach in the Department of Athletics Emeritus. (1961)

Denis J. Corish, B.Ph., B.A., L.Ph. (Maynooth College, Ireland), A.M. (University College, Dublin), Ph.D. (Boston University), Professor of Philosophy Emeritus. (1973)

John D. Cullen, A.B. (Brown), Coach in the Department of Athletics Emeritus. (1985)

Robert Hazard Edwards, A.B. (Princeton), A.B., A.M. (Cambridge), LL.B. (Harvard), L.H.D. (Bowdoin, Carleton), President of the College Emeritus. (1990)

Guy T. Emery, A.B. (Bowdoin), A.M., Ph.D. (Harvard), Professor of Physics Emeritus. (1988)

A. Myrick Freeman III, A.B. (Cornell), A.M., Ph.D. (Washington), William D. Shipman Professor of Economics Emeritus. (1965)

Alfred H. Fuchs, A.B. (Rutgers), A.M. (Ohio), Ph.D. (Ohio State), Professor of Psychology Emeritus. (1962)

Edward S. Gilfillan III, A.B. (Yale), M.Sc., Ph.D. (British Columbia), Adjunct Professor of Chemistry and Lecturer in the Environmental Studies Program Emeritus.

William Davidson Geoghegan, A.B. (Yale), M.Div. (Drew), Ph.D. (Columbia), Professor of Religion Emeritus. (1954)

Arthur LeRoy Greason, A.B. (Wesleyan), A.M., Ph.D. (Harvard), D.Litt. (Wesleyan), L.H.D. (Colby), L.H.D. (Bowdoin), L.H.D. (Bates), President of the College and Professor of English Emeritus. (1952)

Charles A. Grobe Jr., B.S., M.S., Ph.D. (Michigan), Professor of Mathematics Emeritus. (1964)

James L. Hodge, A.B. (Tufts), A.M., Ph.D. (Pennsylvania State), George Taylor Files Professor of Modern Languages and Professor of German Emeritus. (1961)

Charles Ellsworth Huntington, B.A., Ph.D. (Yale), Professor of Biology Emeritus and Director of the Bowdoin Scientific Station at Kent Island Emeritus. (1953)

OFFICERS OF INSTRUCTION

- Arthur M. Hussey II**, B.S. (Pennsylvania State), Ph.D. (Illinois), Professor of Geology Emeritus. (1961)
- R. Wells Johnson**, A.B. (Amherst), M.S., Ph.D. (Massachusetts Institute of Technology), Isaac Henry Wing Professor of Mathematics Emeritus. (1964)
- C. Michael Jones**, A.B. (Williams), Ph.D. (Yale), Associate Professor of Economics Emeritus. (1987)
- John Michael Karl**, A.B., A.M., Ph.D. (Harvard), Associate Professor of History Emeritus. (1968)
- Barbara Jeanne Kaster**, A.B. (Texas Western), M.Ed. (Texas—El Paso), Ph.D. (Texas—Austin), Harrison King McCann Professor of Communication in the Department of English Emerita. (1973)
- Elroy Osborne LaCasce Jr.**, A.B. (Bowdoin), A.M. (Harvard), Ph.D. (Brown), Professor of Physics Emeritus. (1947)
- Mortimer Ferris LaPointe**, B.S. (Trinity), M.A.L.S. (Wesleyan), Coach in the Department of Athletics Emeritus. (1969)
- James Spencer Lentz**, A.B. (Gettysburg), A.M. (Columbia), Coordinator of Physical Education and the Outing Club Emeritus. (1968)
- Daniel Levine**, A.B. (Antioch), A.M., Ph.D. (Northwestern), Thomas Brackett Reed Professor of History and Political Science Emeritus. (1963)
- Mike Linkovich**, A.B. (Davis and Elkins), Trainer Emeritus in the Department of Athletics. (1954)
- Burke O. Long**, A.B. (Randolph-Macon), B.D., A.M., Ph.D. (Yale), Kenan Professor of the Humanities Emeritus. (1968)
- Larry D. Lutchmansingh**, A.B. (McGill), A.M. (Chicago), Ph.D. (Cornell), Associate Professor of Art History Emeritus. (1974)
- T. Penny Martin**, A.B., A.M. (Middlebury), M.A.T., Ed.D. (Harvard), Associate Professor of Education Emerita. (1988)
- Dana W. Mayo**, B.S. (Massachusetts Institute of Technology), Ph.D. (Indiana), Charles Weston Pickard Professor of Chemistry Emeritus. (1962)
- O. Jeanne d'Arc Mayo**, B.S., M.Ed. (Boston), Physical Therapist and Trainer Emerita in the Department of Athletics. (1978)
- John McKee**, A.B. (Dartmouth), A.M. (Princeton), Associate Professor of Art Emeritus. (1962)
- Robert R. Nunn**, A.B. (Rutgers), A.M. (Middlebury), Ph.D. (Columbia), Associate Professor of Romance Languages Emeritus. (1959)
- Clifton C. Olds**, A.B. (Dartmouth), A.M., Ph.D. (Pennsylvania), Edith Cleaves Barry Professor of the History and Criticism of Art Emeritus. (1982)
- David S. Page**, B.S. (Brown), Ph.D. (Purdue), Charles Weston Pickard Professor of Chemistry and Biochemistry Emeritus. (1974)
- Rosa Pellegrini**, Diploma Magistrale (Istituto Magistrale "Imbriani" Avellino), Adjunct Lecturer in Italian Emerita. (1983)

- James Daniel Redwine Jr.**, A.B. (Duke), A.M. (Columbia), Ph.D. (Princeton), Edward Little Professor of the English Language and Literature Emeritus. (1963)
- Edward Thomas Reid**, Coach in the Department of Athletics Emeritus. (1969)
- John Cornelius Rensenbrink**, A.B. (Calvin), A.M. (Michigan), Ph.D. (Chicago), Professor of Government Emeritus. (1961)
- Guenter Herbert Rose**, B.S. (Tufts), M.S. (Brown), Ph.D. (California–Los Angeles), Associate Professor of Psychology and Psychobiology Emeritus. (1976)
- Daniel W. Rossides**, B.A., Ph.D. (Columbia), Professor of Sociology Emeritus. (1968)
- Abram Raymond Rutan**, A.B. (Bowdoin), M.F.A. (Yale), Director of Theater Emeritus. (1955)
- Elliott S. Schwartz**, A.B., A.M., Ed.D. (Columbia), Robert K. Beckwith Professor of Music Emeritus. (1964)
- C. Thomas Settlemyre**, B.S., M.S. (Ohio State), Ph.D. (North Carolina State), Professor of Biology and Chemistry Emeritus. (1969)
- William Davis Shipman**, A.B. (Washington), A.M. (California–Berkeley), Ph.D. (Columbia), Adams-Catlin Professor of Economics Emeritus. (1957)
- Melinda Y. Small**, B.S., A.M. (St. Lawrence), Ph.D. (Iowa), Professor of Psychology Emerita. (1972)
- Kidder Smith Jr.**, A.B. (Princeton), Ph.D. (California–Berkeley), Professor of History and Asian Studies Emeritus. (1981)
- Randolph Stakeman**, A.B. (Wesleyan), A.M., Ph.D. (Stanford), Associate Professor of History and Africana Studies Emeritus. (1978)
- William L. Steinhart**, A.B. (Pennsylvania), Ph.D. (Johns Hopkins), Linnean Professor of Biology Emeritus. (1975)
- Clifford Ray Thompson Jr.**, A.B., A.M., Ph.D. (Harvard), Professor of Romance Languages Emeritus. (1961)
- Allen B. Tucker Jr.**, A.B. (Wesleyan), M.S., Ph.D. (Northwestern), Anne T. and Robert M. Bass Professor of Natural Sciences Emeritus. (1988)
- James H. Turner**, A.B. (Bowdoin), B.S., M.S., Ph.D. (Massachusetts Institute of Technology), Associate Professor of Physics Emeritus. (1964)
- Howard S. Vandersea**, A.B. (Bates), M.Ed. (Boston), Coach in the Department of Athletics Emeritus. (1984)
- James E. Ward**, A.B. (Vanderbilt), A.M., Ph.D. (Virginia), Professor of Mathematics Emeritus. (1968)

INSTRUCTIONAL AND RESEARCH STAFF

- Rene L. Bernier**, B.S. (Maine), Laboratory Instructor in Chemistry, Laboratory Support Manager, and Manager of Science Center.
- Martha B. Black**, B.S., M.S. (Massachusetts Institute of Technology), Laboratory Instructor in Chemistry.
- Pamela J. Bryer**, B.S., M.S. (Rensselaer Polytechnic Institute), Laboratory Instructor in Biology and Director of Laboratories.
- John Milton Cooper Jr.**, A.B. (Princeton), M.A., Ph.D. (Columbia), Research Associate in History.
- Clément Courier**, Teaching Fellow in French.
- Nancy Curtis**, B.A., M.S. (Maine–Orono), Laboratory Instructor in Biology.
- Christyann Marie Darwent**, B.S. (Calgary), M.A. (Simon Fraser), Ph.D. (Missouri–Columbia), Research Associate in Arctic Studies.
- John Darwent**, B.A. (Calgary), M.A. (Simon Fraser), Ph.D. (Missouri–Columbia), Research Associate in Arctic Studies.
- Kenneth A. Dennison**, B.A. (Williams), M.S. (Cornell), Laboratory Instructor in Physics.
- Beverly G. DeCoster**, B.S. (Dayton), Laboratory Instructor in Chemistry.
- Olaf Ellers**, B.Sc. (Toronto), Ph.D. (Duke), Research Associate in Mathematics and Biology.
- Kate Farnham**, B.S., M.S. (Maine), Laboratory Instructor in Biology.
- Cathryn K. Field**, B.A. (Connecticut), M.S. (Smith), Service Learning Coordinator and Laboratory Instructor in Earth and Oceanographic Science.
- Anja Forche**, B.S. equiv., Ph.D. (Humboldt–University of Berlin), Research Assistant Professor of Biology.
- Judith C. Foster**, A.B. (Brown), M.Sc. (Rhode Island), Laboratory Instructor in Chemistry and Director of Laboratories.
- Paul Friedland**, B.A. (Brown), M.A. (Chicago), Ph.D. (California–Berkeley), Research Associate in History.
- Janet G. Gannon**, B.A. (Miami University), M.S. (Michigan), M.Ed. (Harvard), Laboratory Instructor in Biology.
- Simin Hadji-Ahmad**, Teaching Fellow in German.
- Stephen Hauptman**, B.A. (Connecticut College), M.A. (Illinois), M.Sc. (Cornell), Laboratory Instructor in Biology.
- Anne C. J. Hayden**, B.A. (Harvard), M.S. (Duke), Research Associate in Environmental Studies.
- Janice Jaffe**, B.A. (University of the South), M.A., Ph.D. (Wisconsin), Research Associate in Latin American Studies.
- Thornton C. Kline**, A.B. (Dartmouth), M.A. (Chicago), Ph.D. (Stanford), Research Associate in Asian Studies.

Loraine Kohorn, B.A. (Brown), Ph.D. (California–Los Angeles), Research Associate in Biology.

Marine Larzul, Teaching Fellow in French.

Normand M. Laurendeau, B.S. (Notre Dame), M.S.E. (Princeton), Ph.D. (California–Berkeley), Research Associate in Chemistry.

David P. McCobb, B.A. (Maine), M.S. (Washington), Ph.D. (Iowa), Research Associate in Neuroscience.

Colleen T. McKenna, B.A. (Southern Maine), Laboratory Instructor in Chemistry.

Paulette M. Messier, A.B. (Maine–Presque Isle), Laboratory Instructor in Chemistry.

Gary L. Miers, B.S. (Lafayette College), Laboratory Instructor in Physics.

Matthew D. Miller, B.A. (Swarthmore), M.A., Ph.D. (Columbia), Research Associate in German.

Ada L. Olins, B.S. (City College of New York), A.M. (Harvard), Ph.D. (New York University), Research Associate in Biology. (*Fall semester.*)

Donald E. Olins, A.B. (Rochester), Ph.D. (Rockefeller University), Research Associate in Biology. (*Fall semester.*)

Nancy H. Olmstead, B.A. (Cornell), Laboratory Instructor in Biology.

Silvia Pisabarro, Teaching Fellow in Spanish.

Jaret S. Reblin, B.S. (Baldwin–Wallace College), M.S. (John Carroll), Laboratory Instructor in Biology.

Elizabeth Koski Richards, B.A. (Maine–Augusta), M.A., Ph.D. (Southern Maine), Laboratory Instructor in Biology.

Peter E. Schlax Jr., B.A. (Illinois–Urbana–Champaign), Ph.D. (Wisconsin–Madison), Laboratory Instructor in Biology.

Leslie C. Shaw, B.A. (Maine–Orono), M.A. (Wyoming–Laramie), Ph.D. (Massachusetts–Amherst), Research Associate in Anthropology.

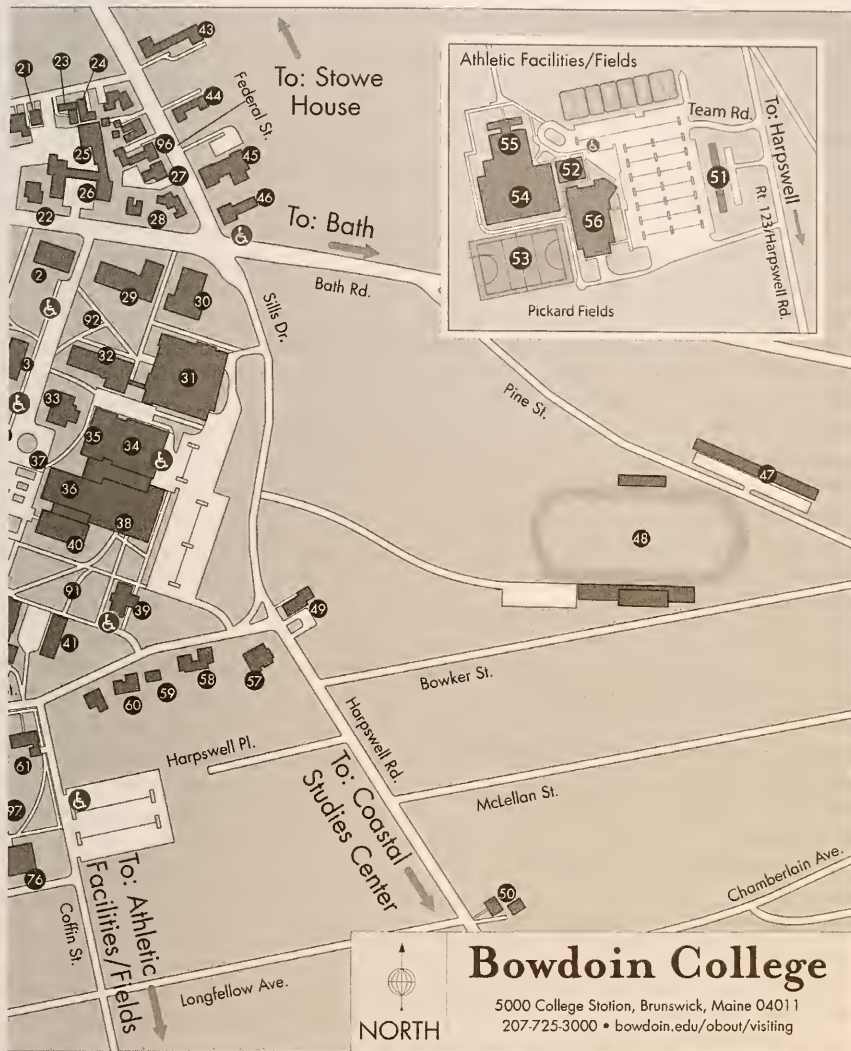
William B. Taylor, B.A. (Occidental), M.A. (University of the Americas), Ph.D. (Michigan), Research Associate in History.

Joanne Urquhart, B.S. (State University of New York), M.S. (Dartmouth), Laboratory Instructor in Earth and Oceanographic Science.



KEY

Adams Hall.....	2
Admissions Office (Burton-Little House).....	70
African-American Center (6-8 College St.).....	69
Appleton Hall.....	6
Ashby House (254 Maine St.).....	81
Asian Studies Program Offices (38 College St.).....	58
Banister Hall/Chapel.....	5
Baxter House (10 College St.).....	63
Boody-Johnson House/Chase Barn Chamber (256 Maine St.).....	80
Bookstore (David Saul Smith Union).....	38



Herbert Ross Brown House (32 College St.)	59
Brunswick Apartments.....	77
The Peter Buck Center for Health and Fitness	35
Burnett House	86
Burton-Little House	70
Chamberlain Hall	72
Chamberlain House/Pejepscot Historical Society (226 Maine St.)	88
Chapel/Banister Hall	5
Children's Center (6 South St.).....	74
Cleveland Hall	31
Parker Cleveland House (75 Federal St.).....	43
8 Cleveland Street	18

MAP KEY

10 Cleveland Street	20
12 Cleveland Street	21
16 Cleveland Street	23
18 Cleveland Street	24
Dudley Coe Building.....	39
Coleman Hall	8
Coles Tower.....	68
The College Store.....	94
24 College Street.....	61
30 College Street.....	60
Copeland House.....	28
Craft Center.....	71
Cram Alumni House	45
Daggett Lounge (Thorne Hall)	67
David Saul Smith Union	38
Druckenmiller Hall	31
Facilities Management	25
Farley Field House	54
75 Federal Street	43
79 Federal Street	44
84-86 Federal Street.....	27
85 Federal Street	46
Gibson Hall.....	11
Gustafson House (261 Maine St.)	73
Ham House	17
Harpswell Street Apartments (80 Harpswell St.).....	51
Hatch Science Library	32
Hawthorne-Longfellow Library/Hall.....	10
Heating Plant.....	33
Ernst C. Helmreich House (238 Maine St.)	84
Howard Hall.....	65
Roger Howell Jr. House (228 Maine St.)	87
Hubbard Hall	9
Hyde Hall.....	7
Hyde Plaza.....	37
Investments Office (80 Federal St.).....	96
Sarah Orne Jewett Hall.....	66
Kanbar Auditorium (Studzinski Recital Hall).....	40
Kresge Auditorium (Visual Arts Center).....	13
Samuel A. Ladd Jr. House (14 College St.)	62
Donovan D. Lancaster House (38 Harpswell St.).....	57
Library (Hawthorne-Longfellow Hall).....	10
Lubin Family Squash Center	52
Donald B. MacMillan House (5 McKeen St.)	83
Maine Hall.....	4
Massachusetts Hall.....	1
Mayflower Apartments (14 Belmont St.).....	78
McLellan Building (85 Union St.).....	89
Memorial Hall	15

Moore Hall	41
Morrell Gymnasium	34
Moulton Union	42
Bowdoin College Museum of Art	12
Mustard House/Faculty-Staff Residence (234 Maine Street)	85
Osher Hall	76
Peary-MacMillan Arctic Museum (Hubbard Hall)	9
Pickard Field House	55
Pickard Theater (Memorial Hall)	15
Pine Street Apartments (1 Pine St.)	47
Planning and Development Office (85 Federal St.)	46
Edward Pols House (5 Bath Rd.)	19
Quads:	
Main Quad	90
Coe Quad	91
Cleaveland Quad	92
Osher Quad	97
George H. Quinby House (250 Maine St.)	82
Reed House	79
Rhodes Hall	26
Matilda White Riley House (7 Bath Rd.)	22
John Brown Russwurm African-American Center (6-8 College St.)	69
Howard F. Ryan Field	53
Sargent Gymnasium	36
Schwartz Outdoor Leadership Center	49
Searles Science Building	14
Security (Rhodes Hall)	26
Sills Hall	29
Smith Auditorium (Sills Hall)	29
Smith House (59 Harpswell St.)	50
David Saul Smith Union	38
16 Station Avenue	95
Stowe Hall	64
Stowe House (63 Federal St.)	93
Student Aid Office (Gustafson House)	73
Studzinski Recital Hall	40
Thorne Hall	67
Treasurer's Office (Ham House)	17
Visual Arts Center	13
Sidney J. Watson Arena	56
West Hall	75
Whittier Field	48
Winthrop Hall	3
Wish Theater (Memorial Hall)	16
Woman's Resource Center (24 College St.)	61

INDEX

- Academic Honor Code.
 See Codes of Conduct
- Academic standards and regulations, 27-40
 attendance, 27
 course credit, 27
 course load, 27
 credit/D/fail option, 30
 Dean's List, 33
 deficiency in scholarship, 33-34
 examinations, 27
 grades, 30
 graduation, 39
 honors, 32
 incompletes, 30-31
 independent study, 29
 leaves of absence, 34-37
 medical leave, 35-37
 petitions, 18
 registration, 28
 resignation, 39
 transcripts, 31
 transfer of credit, 38
- Academic skills programs, 286-88
- Achievement tests. *See* Admission to the College
- Activities fee, 18
- Administrative offices. *See* Map
- Admission to the College, 16
- Advising system. *See* Curriculum
- Africana studies, 45-54
- American government. *See*
 Government and legal studies
- American history. *See* History
- American literature. *See* English
- Anthropology, 270-75. *See also* Sociology
- Application.
 See Admission to the College
- Archaeology courses, 91-92. *See also* Classics
- Architectural Studies, 41
- Archives, 291-92
- Arctic museum. *See* Peary-MacMillan Arctic Museum
- Arctic studies, 41, 295
- Arctic Studies Center, 41, 295
- Art, 54-62
 courses in history of art, 55-58
 courses in visual arts, 59-62
- Art Museum. *See* Bowdoin College Museum of Art
- Arts facilities, 286
- Asian studies, 62-73
- Astronomy. *See* Physics and astronomy
- Athletics facilities. *See* Map
- Audiovisual services.
 See Instructional Media Services
- Auditoriums
 Kanbar, 286
 Kresge, 286
- Automobiles. *See* Motor vehicles
- Baldwin Program for Academic Development, 287
- Beckwith Music Library, 292
- Biochemistry, 73-74
- Biology, 74-83
- Bliss Room, 291
- Bowdoin College
 general information, 3
 Library, 290-92
 map, 316-19
 Museum of Art, 293-94
 switchboard, 3
- Bowdoin, James, III, 291, 293
- Bowdoin Pines, 288
- Bowdoin Scientific Station, 288
- Bracketed courses, 44
- Buck Center for Health and Fitness, Peter, 19
- Buildings on campus, 316-19
- Calendar 2010-2013, 6-13
- Campus buildings, 316-19
- Campus map, 316-19
- Cars. *See* Motor vehicles
- Center for Learning and Teaching, 286-88
- Certification, for teaching, 115
- Chamber Choir. *See* Ensembles
- Chamberlain, Joshua L., 291
- Chandler Room, 291
- Chemistry, 83-88
- Chinese language courses, 71-72.
 See also Asian studies
- Classics, 88-96
 Archaeology courses, 91-92

- Classical archaeology, 89
- Classical studies, 89-90
- Classics courses, 92-94
- Greek courses, 94
- Latin courses, 94-96
- Coastal Studies, 41
- Coastal Studies Center, 41, 288-89
- Codes of conduct
 - Honor Code, 297
 - Social Code, 297
- Coleman Farm, 289
- Common good, 293
- Composition courses
 - English department, 122
 - Music department, 223
- Computer science, 96-100
- Computing laboratories, 289
- Coordinate major, 25, 131-32
- Counseling service, 19
- Course designations, 44
- Course load. *See* Academic regulations
- Course numbering, 44
- Courses of instruction, 44-285
- Credit/D/fail option. *See* Academic regulations
- Curriculum, 22-26
 - academic requirements, 23
 - advising system, 22
 - coordinate major, 25
 - departmental major, 24
 - distribution requirements, 23-24
 - division requirements, 24
 - interdisciplinary major, 25-26
 - major, 24-26
 - minor, 26
 - requirements for the degree, 23
 - student-designed major, 26
- Damage fees, 19
- Dance, 276-79. *See also* arts facilities; performance studies; theater and dance
- Dean's List. *See* Sarah and James Bowdoin Scholars
- Deficiency in scholarship, 33-34
 - academic probation, 33
 - academic suspension, 33-34
 - dismissal, 34
- Degree requirements. *See* Curriculum
- Departmental honors. *See* Honors
- Dismissal. *See* Deficiency in scholarship
- Distribution requirements. *See* Curriculum
- Division requirements. *See* Curriculum
- Double major, 24. *See also* Major program
- Early Decision. *See* Admission to the College
- Earth and Oceanographic Science, 100-06
- East Asian studies, 63. *See also* Asian studies
- East European languages. *See* Russian
- Economics, 106-14
- Education, 115-19
 - Bowdoin Teacher Scholars Program, 42, 115-16
 - certification for teaching, 115
 - teaching program, 42
- Educational resources and facilities, 286-96
- Employment. *See* Student employment
- Engineering programs, 41-42
- English, 119-30
- English for Multilingual Students, 288
- Ensemble performance studies, 227-29
- Ensembles
 - Chamber Choir, 229
 - Chorus, 229
 - Concert Band, 229
 - Ensemble performance, 229
 - Jazz Ensembles, 229
 - Middle Eastern Ensemble, 229
 - World Music Ensemble, 229
- Environmental studies, 131-44
- European history. *See* History
- Examinations.
 - See* Academic regulations
- Expenses, 18-20
 - College charges 2010-2011, 18
 - damage fee, 19
 - health care insurance, 19
 - motor vehicle registration, 20
 - off-campus study fee, 18
 - payment of bills, 20
 - payment plans, 20
 - refunds, 18
 - registration and enrollment, 18
 - room and board, 19
 - tuition, 18
- Faculty. *See* Instruction, officers of
- Fees. *See* Expenses
- Fellowships and research, 295-96

INDEX

- Field stations, 288
Film studies, 144-46
Financial aid, 17
First-year seminars, 42, 147-58
Foreign study. *See* Off-campus study
French courses, 254-56.
See also Romance languages
Gay and Lesbian Studies, 158-61
Gender and Women's Studies, 162-71
Geology. *See* Earth and
Oceanographic Science
German, 171-76
Government and legal studies, 176-86
Grades. *See* Academic regulations
Grants, financial aid, 17
Greek courses, 94. *See also* Classics
Hatch Science Library, 292
Hawthorne-Longfellow Library, 290-92
Hawthorne, Nathaniel, 291
Hay Island, 288
Health Center, 19
Health services, 19
History, 186-204
Honors
 departmental, 32
 general, 32
Honor system. *See* Codes of conduct
Howard, Oliver Otis, 291
Hyde, William DeWitt, 15, 21
Incompletes. *See* Academic regulations
Independent major. *See* Major program
Independent study, 29
Information Technology, 289
Instruction, officers of, 298-313
Instructional and research staff, 314-15
Insurance. *See* Expenses
Interdisciplinary majors, 25-26, 204-08
 art history and archaeology, 204
 art history and visual arts, 204
 biochemistry, 73-74
 chemical physics, 205
 computer science and mathematics, 205
 Earth and oceanographic science
 and physics, 205
 English and theater, 205-06
 Eurasian and East European
 studies, 206-08
 mathematics and economics, 208
 neuroscience, 229-30
Interdisciplinary studies, 208-09
Interviews. *See* Admission to the College
Italian courses, 256-58.
See also Romance Languages
James Bowdoin Scholars. *See* Sarah and
James Bowdoin Scholars
Japanese courses, 72-73. *See also* Asian studies
Kanbar Auditorium, 286
Kent Island. *See* Bowdoin Scientific Station
Kresge Auditorium, 286
Language courses. *See names of individual
languages*
Language Media Center, 292
Latin American studies, 209-16
Latin courses, 94-96. *See also* Classics
Leave of absence. *See* Academic regulations
Legal studies, 42. *See also* Government and
legal studies
Liberal education, 21
Libraries, 290-92
 African and African American
 source materials, 291
 archives, 291-92
 Beckwith Music Library, 292
 Bliss collection, 291
 Bowdoin College Library, 290
 catalog system, online, 290
 government documents, 291
 Hatch Science Library, 292
 Hawthorne-Longfellow, 290-92
 manuscript archives, 291-92
 Pierce Art Library, 286, 292
 reference services, 290
 Special Collections, 291-92
Longfellow, Henry Wadsworth, 291
MacMillan, Donald B., 295
Major program, 24-26
 coordinate major, 25
 departmental major, 25
 interdisciplinary major, 25-26

- minor, 26
- student-designed major, 26
- Map of campus, 316-19
- Mathematics, 216-22
- McKeen, Joseph, 293
- McKeen Center for the Common
 - Good, Joseph, 293
- McLellan Building, 3
- Medical insurance. *See* Expenses, health care insurance
- Medical leave. *See* Academic regulations
- Medical services. *See* Health services
- Memorial Hall, 286
- Middle Eastern Ensemble, 229
- Minor program, 26
- Mitchell, George J., 291
- Motor vehicles, registration of, 20
- Museums, 293-95
 - Bowdoin College Museum of Art, 293-94
 - Peary-MacMillan Arctic Museum, 41, 295
- Music, 222-29. *See also* Ensembles
- Neuroscience, 229-31
- Off-campus study, 43
 - fees, 18
- Offer of the College, 15
- Officers of instruction, 298-313
- Pass/fail option. *See* Credit/fail option
- Payment plans, 20
- Peary, Robert, 295
- Peary-MacMillan Arctic Museum, 41, 295
- Performance studies
 - music department, 227-29
 - theater and dance department
 - dance, 276-79
 - theater, 280-85
- Performing arts. *See* arts facilities; music; theater and dance;
- Philosophy, 231-35
- Physics and astronomy, 235-40
- Pickard Theater, 286
- Pierce Art Library, 286, 292
- Pines, Bowdoin, 288
- Political science. *See* Government and legal studies
- Presidents of Bowdoin College, papers, 291
- Probation. *See* Deficiency in scholarship
- Psychological counseling.
 - See* Counseling service
- Psychology, 240-46
- Quantitative Reasoning Program, 287
- Readmission, 39-40
- Recital hall. *See* Studzinski Recital Hall
- Recommendations. *See* Admission to the College
- Recording Committee, 39
- Refund policy. *See* Expenses
- Registration
 - for courses, 18, 28-29
 - late fees, 18, 29
 - of motor vehicles, 20
- Religion, 246-51
- Requirements for the degree, 23
- Residency requirement. *See* Requirements for the degree
- Resignation, 39
- Romance languages, 252-61
- Russian, 261-65
 - courses in translation, 264-65
- Sarah and James Bowdoin Scholars, 33
- SATs. *See* Admission to the College
- Scholarships. *See* Financial aid
- Scholastic Aptitude Tests. *See* Admission to the College
- Science library.
 - See* Hatch Science Library
- Scientific Station. *See* Kent Island
- Sheep Island, 288
- Slavic languages. *See* Russian
- Social Code. *See* Codes of conduct
- Sociology and anthropology, 265-75
 - anthropology courses, 270-75
 - sociology courses, 267-70
- South American studies.
 - See* Latin American studies
- Spanish courses, 258-61.
 - See also* Romance languages
- Special Collections, 291-92
- Special programs, 41-42
- Student Affairs, 297
- Student Aid. *See* Financial aid.

Student-designed major, 26
Student employment, 17
Student Fellowships and Research, 295-96
Study abroad. *See* Off-campus study
Studzinski Recital Hall, 286
Suspension. *See* Deficiency in scholarship

Teaching. *See also* Education
 Bowdoin Teacher Scholars Program,
 42, 115-16
 certification for, 115
 preparation for, 42

Telephone switchboard, 3

Theater and Dance, 275-85
 dance courses, 276-79
 theater courses, 280-85
 See also Performing arts

Theaters

 Pickard Theater, 286
 Wish Theater, 286
 See also Studzinsky Recital Hall

Tuition. *See* Expenses

Vacations. *See* Academic calendar
Visual arts courses, 59-62. *See also* Art
Visual Arts Center, 286

Walker Art Building, 294

Wish Theater, 286

World Music Ensemble, 229.
 See also Ensembles

Writing courses, 122.
 See also First-year seminars

Writing Project, 287-88

**Admissions Office
Bowdoin College
5000 College Station
Brunswick, ME
04011-8441**

Bowdoin